COMPOSING IN ENGLISH: A STUDY OF THE EFFECTS OF L1 OR L2 PLANNING AND TOPIC CHOICE BY JAPANESE LEARNERS OF ENGLISH

MODULE 3

By
JUNAID JALAL MALIK, MSc

Module 3 submitted to the
College of Arts and Law
of the University of Birmingham
in partial fulfillment of the degree of
Doctor of Philosophy
in
Applied Linguistics

Centre for English Language Studies
Department of English
University of Birmingham
Edgbaston
Birmingham B15 2TT
UK

April 2011

ABSTRACT

The development of writing competence for students appears to be a more remote concern for many English language teachers and educators when compared to oral communication. However, the ability to write appropriately and persuasively in English can be regarded as essential in contemporary life. This may be particularly true for both Japanese students who choose to spend several years outside their country in order to be educated in English language institutions in Anglophone countries and also for Japanese students who are enrolled in English language medium universities in their own country.

Often when teaching oral communication, great emphasis is placed on the use of target English language only in the classroom. Reasons often given to defend this policy include the use of L1 in learning English causes unwanted language interference and extended "thinking-time" slowing down a conversation. However this may not be the best policy when producing L2 writing, particularly in the early planning stage where the use of L1 might in fact reduce cognitive loads on L2 writers especially if the topic of the writing is linked to a writer's L1 and may be best recalled in L1. This PhD study explores the questions and reservations regarding the optimum methods of planning an English essay by Japanese writers of L2 English, both in the UK and in Japan, at intermediate and advanced proficiency levels, with particular focus on the variables of language of planning and topic choice

The overarching aims of this PhD study are

- To investigate whether planning in L1 about an L1 related topic or planning in L2 about an L2 related topic (language and topic match conditions) enhances L1 Japanese writers' final essay texts in L2 English.

- To investigate whether topic choice independent of planning language, or planning language independent of topic choice (language and topic mismatch conditions) have any impact on plans or resulting L2 English final essay texts.

This investigation takes place in three common contexts in which L1 Japanese writers of L2 English operate. The design of the study and methods used to collect, analyse, discuss and compare data are done both quantitatively and qualitatively, that is empirically and also hermeneutically.

ACKNOWLEDGEMENTS

I wish to thank Professor Christopher Kennedy, my supervisor, for his invaluable support, guidance and encouragement during all stages of the study, the research and write up of this PhD thesis.

I would also like to thank Dr. Ernesto Macaro for his valuable input in helping me understand theories and models of applied linguistics and second language acquisition during my time at the University of Oxford, as well as his encouragement in conducting this study, and for his suggestions in particular regarding holistic rating and statistical analyses.

Many thanks go to the staff, teachers, faculty and student participants who joined the study, for their patience and invaluable contribution. Special thanks go to Wayne Shimoguchi, Yasuko Fujieda and all the staff at the NUCB Information Center and Library for their patience and ever enduring eagerness to help (especially the countless interlibrary loans requests!).

I would like to express my sincere appreciation and gratitude to my wife Hanae for her loving support and unstinting patience throughout the whole of this PhD study. Thank you also for helping to translate the Japanese plans into English, as well as helping to produce the Japanese versions of the prompts and questionnaire.

Finally, thanks to all my family, for being kind, patient and supportive throughout the last few hectic years; especially to my parents whose prayers, support and unending belief in me allowed me to complete this study and be where I am now.

CONTENTS

INTRODUCTION 1

CHAPTER 1. METHODOLGY 2

1.1 Three experiments for three sample populations 2

1.2 Three stages of analyses and discussion 4

1.3 Samples groups and participant subjects 5

1.3.1 Japanese language writing systems in relation to English 8

1.3.2 Educational context, motivation and assessment of English 9

1.3.3 Participants subjects of experiment 1 (sample group A) 11

1.3.4 Participants subjects of experiment 2 (sample group B) 14

1.3.5 Participants subjects of experiment 3 (sample group C) 17

1.4 Measures and variables 20

1.4.1 Overview 20

1.4.2 Independent variables 23

1.4.2.1 Condition as an independent variable 23

1.4.2.2 Topic as an independent variable 25

1.4.2.3 Language as an independent variable 25

1.4.2.4 Situated context as an independent variable for analyses stages two and three 26

1.4.3 Dependant variables 27

1.4.4 Methodological issues 28

1.5 Experimental design 32

1.5.1 Writing task prompts 34

1.5.2 Topic choice 37

1.5.3 Essay questions 39

1.5.4 Prompt rubrics 40

1.5.4.1 Prompt rubric part 1 - Essay question gloss 41

1.5.4.2 Prompt rubric part 2 - Task instructions 42

1.5.5 Time 44

1.5.6 Questionnaires and interviews 48

1.5.6.1 Demographic questionnaire 49

1.5.6.2 Planning attitude questionnaire 50

1.5.6.3 Group interviews 51

1.5.7 Pilot studies 55

1.5.7.1 Pilot study task prompts 59

1.5.7.2 Pilot study time 60

1.5.7.3 Pilot study questionnaires 61

1.5.8 Experiment 1 specific design details 62

1.5.8.1 Experiment 1 writing task prompts 62

1.5.8.2 Experiment 1 topic choice 63

1.5.8.3 Experiment 1 essay questions and prompt rubrics 64

1.5.8.3.1 Experiment 1 essay question and gloss for Japanese topic 64

1.5.8.3.2 Experiment 1 essay question and gloss for English topic 66

1.5.9 Experiment 2 specific design details 68

1.5.9.1 Experiment 2 writing task prompts 68

1.5.9.2 Experiment 2 topic choice 69

1.5.9.3 Experiment 2 essay questions and prompt rubrics 72

1.5.9.3.1 Experiment 2 essay question and gloss for Japanese topic 72

1.5.9.3.2 Experiment 2 essay question and gloss for English topic 74

1.5.10 Experiment 3 specific design details 76

1.5.10.1 Experiment 3 writing task prompts 77

1.5.10.2 Experiment 3 topic choice 77

1.5.10.3 Experiment 3 essay questions and prompt rubrics 79

1.5.10.3.1 Experiment 3 essay question and gloss for Japanese topic 79

1.5.10.3.2 Experiment 3 essay question and gloss for English topic 81

1.6 Data collection procedures 83

1.6.1 Data collection procedures for experiment 1 84

1.6.2 Data collection procedures for experiment 2 91

1.6.3 Data collection procedures for experiment 3 95

1.7 Instrumentation and data analyses 102

1.7.1 Research questions and stages of data analysis 103

1.7.2 Data analysis measures 106

1.7.3 Raters 108

1.7.4 Rating scale criteria 109

1.7.5 Reliability of the ratings - Statistical procedures 111

1.7.6 Raters' feedback on the rating process 112

CHAPTER 2. RESULTS 114

2.1 Stage one results and analyses 114

2.1.1 Experiment 1 116

2.1.1.1 Condition (match / mismatch) 116

2.1.1.2 Topic 120

2.1.1.3 Plan language 122

2.1.1.4 Summary of experiment 1 results 124

2.1.2 Experiment 2 125

2.1.2.1 Condition (match / mismatch) 125

2.1.2.2 Topic 129

2.1.2.3 Plan language 132

2.1.2.4 Summary of experiment 2 results 135

2.1.3 Experiment 3 136

2.1.3.1 Condition (match / mismatch) 136

2.1.3.2 Topic 138

2.1.3.3 Plan language 141

2.1.3.4 Summary of experiment 3 results 143

2.2 Stage two results and analyses 144

2.2.1 Condition (match / mismatch) 146

2.2.2 Topic 151

2.2.3 Plan language 156

2.2.4 Summary of stage two results 162

2.3 Stage three results and analyses 163

2.3.1 Condition (match / mismatch) 165

2.3.2 Topic 166

2.3.3 Plan language 168

2.3.4 Summary of stage three results 169

2.4 Questionnaire and interview results 170

2.4.1 Demographic questionnaire responses 170

2.4.2 Planning attitude questionnaire responses 171

2.4.3 Group interview responses 176

CHAPTER 3. DISCUSSION 182

3.1 Discussion on analyses stage one 183

3.2 Discussion on analyses stage two 197

3.3 Discussion on analyses stage three 206

CHAPTER 4 CONCLUSIONS AND RECOMMENDATIONS 217

4.1 Conclusions 217

4.2 Pedagogical implications 227

4.3 Limitations of the study 230

4.4 Recommendations for future research 231

APPENDICIES

LIST OF REFERENCES

LIST OF FIGURES

FIGURE 1. Experiment 1 Data Collection - Japanese students in the United Kingdom

FIGURE 2. Experiment 2 Data Collection - Japanese students in a Japanese university

FIGURE 3. Experiment 3, Rounds 1 and 2 Data Collection - Japanese academics in Japan

FIGURE 4. Experiment 3, Round 3 Data Collection - Japanese academics in Japan

LIST OF TABLES

TABLE 1. THREE CONSTITUENT EXPERIMENTS CARRIED OUT IN THE STUDY

TABLE 2. THE THREE STAGES OF ANALYSES AND DISCUSSION

TABLE 3. OVERVIEW OF CONSTITUENTS FOR ALL THREE EXPERIMENTS

TABLE 4. EXPERIMENT BY INDEPENDENT VARIABLE OF CONDITION

TABLE 5. SUMMARY OF MAIN INDEPENDENT VARIABLES

TABLE 6. DEPENDENT VARIABLES MEASURED IN ALL EXPERIMENTS

TABLE 7. SUMMARY MAKEUP OF WRITING TASK PROMPT SHEET

TABLE 8. PROCEDURAL ORDER AND LOCATION OF PILOT STUDIES IN RELATION TO MAIN DATA COLLECTION EXPERIMENTS

TABLE 9. RANDOM ASSIGNMENTS OF SUBJECT WRITERS TO TREATMENT GROUPS IN EXPERIMENT 3

TABLE 10. SCALED CRITERIA FOR PLANS

TABLE 11. SCALED CRITERIA FOR ESSAYS

TABLE 12. INTER-RATER RELIABILITY CORRELATION COEFFICIENTS

TABLE 13. MEANS FOR CONDITION IN EXPERIMENT 1

TABLE 14. MEANS FOR TOPIC IN EXPERIMENT 1

TABLE 15. MEANS FOR PLAN LANGUAGE IN EXPERIMENT 1

TABLE 16. MEANS FOR CONDITION IN EXPERIMENT 2

TABLE 17. MEANS FOR TOPIC IN EXPERIMENT 2

TABLE 18. MEANS FOR PLAN LANGUAGE IN EXPERIMENT 2

TABLE 19. MEANS FOR CONDITION IN EXPERIMENT 3

TABLE 20. MEANS FOR TOPIC IN EXPERIMENT 3

TABLE 21. MEANS FOR PLAN LANGUAGE IN EXPERIMENT 3

TABLE 22. STAGE TWO CONDITION DATA ANALYSES

TABLE 23. STAGE TWO TOPIC DATA ANALYSES

TABLE 24. STAGE TWO PLAN LANGUAGE DATA ANALYSES

TABLE 25. CONDITION - SAMPLE GROUP A MATCH VS. SAMPLE GROUP B MATCH

TABLE 26. CONDITION - SAMPLE GROUP A MISMATCH VS. SAMPLE GROUP B MISMATCH

TABLE 27. CONDITION - SAMPLE GROUP A MATCH VS. SAMPLE GROUP B MISMATCH

TABLE 28. CONDITION - SAMPLE GROUP A MISMATCH VS. SAMPLE GROUP B MATCH

TABLE 29. TOPIC - SAMPLE GROUP A JAPANESE TOPIC VS. SAMPLE GROUP B JAPANESE TOPIC

TABLE 30. TOPIC - SAMPLE GROUP A ENGLISH TOPIC VS. SAMPLE GROUP B ENGLISH TOPIC

TABLE 31. TOPIC - SAMPLE GROUP A JAPANESE TOPIC VS. SAMPLE GROUP B ENGLISH TOPIC

TABLE 32. TOPIC - SAMPLE GROUP A ENGLISH TOPIC VS. SAMPLE GROUP B JAPANESE TOPIC

TABLE 33. PLAN LANGUAGE - SAMPLE GROUP A JAPANESE PLAN LANGAUGE VS. SAMPLE GROUP B JAPANESE PLAN LANGUAGE

TABLE 34. PLAN LANGUAGE - SAMPLE GROUP A ENGLISH PLAN LANGAUGE VS. SAMPLE GROUP B ENGLISH PLAN LANGUAGE

TABLE 35. PLAN LANGUAGE - SAMPLE GROUP A JAPANESE PLAN LANGAUGE VS. SAMPLE GROUP B ENGLISH PLAN LANGUAGE

TABLE 36. PLAN LANGUAGE - SAMPLE GROUP A ENGLISH PLAN LANGAUGE VS. SAMPLE GROUP B JAPANESE PLAN LANGUAGE

TABLE 37. OVERVIEW COMPARISON OF DATA FROM SAMPLE GROUP A AND SAMPLE GROUP B

TABLE 38. TYPICAL SHORT PLAN “CHUNKS” GENERATED FOR THE *OSHOGATSU* TOPIC

TABLE 39. SECTION OF A TYPICAL LONG PLAN GENERATED FOR THE TOPIC OF FIRST WEEK IN THE U.K.

LIST OF APPENDICES

Appendix I - A criterion of what is considered upper-intermediate by L. S. School of English

Appendix II - A criterion of what is considered upper-intermediate by University N in Japan

Appendix III - Background demographics questionnaire (Japanese and English) Sample group A

Appendix IV - Background demographics questionnaire (Japanese and English) Sample group B

Appendix V - Background demographics questionnaire (Japanese and English) Sample group C

Appendix VI - Planning attitudes questionnaire (Japanese and English)

Appendix VII - Experiment 1 task writing prompts (Japanese and English) Treatment group 1 and 2

Appendix VIII - Experiment 2 task writing prompts (Japanese and English) Treatment group 1 and 2

Appendix IX - Experiment 3 task writing prompts (Japanese and English) Treatment group 1 and 2

Appendix X - Holistic scaled criteria checklist for *plans* used by raters

Appendix XI - Holistic scaled criteria checklist for *essays* used by raters

Appendix XII - Results table for Experiment 1 (Sample group A)

Appendix XIII - Results table for Experiment 2 (Sample group B)

Appendix XIV - Results table for Experiment 3 (Sample group C)

Appendix XV - SPSS generated t-tests tables for experiment 1 alone
Means for match/mismatch **CONDITION**
Means for **TOPIC**
Means for **PLANNING LANGUAGE**

Appendix XVI - SPSS generated t-tests tables for experiment 2 alone
Means for match/mismatch **CONDITION**
Means for **TOPIC**
Means for **PLANNING LANGUAGE**

Appendix XVII - SPSS generated t-tests tables for experiment 3 alone
Means for match/mismatch **CONDITION**
Means for **TOPIC**
Means for **PLANNING LANGUAGE**

Appendix XVIII - SPSS generated t-tests tables for stage two analyses
Overview means for situated context (Sample Group A vs. Sample Group B)

Means for **CONDITION** (Sample Group A match vs. Sample Group B match)
Means for **CONDITION** (Sample Group A mismatch vs. Sample Group B mismatch)
Means for **CONDITION** (Sample Group A match vs. Sample Group B mismatch)
Means for **CONDITION** (Sample Group A mismatch vs. Sample Group B match)

Means for **TOPIC** (Sample Group A JPN Topic vs. Sample Group B JPN topic)
Means for **TOPIC** (Sample Group A ENG Topic vs. Sample Group B ENG topic)
Means for **TOPIC** (Sample Group A JPN Topic vs. Sample Group B ENG topic)
Means for **TOPIC** (Sample Group A ENG Topic vs. Sample Group B ENG topic)

Means for **PLAN LANGUAGE** (Sample Group A L1 vs. Sample Group B L1)
Means for **PLAN LANGUAGE** (Sample Group A L2 vs. Sample Group B L2)
Means for **PLAN LANGUAGE** (Sample Group A L1 vs. Sample Group B L2)
Means for **PLAN LANGUAGE** (Sample Group A L2 vs. Sample Group B L1)

Appendix XIX - Results table for planning attitude questionnaire responses

Appendix XX - Example plans and essays

Appendix XXI - Group interview transcript excerpt

INTRODUCTION

Module 3 builds on the theoretical foundations explored in module 1 and the background discussions in module 2 of the purposes, aims, need for, scale and scope of the entire PhD study. The current module is also based on the detailed review of previous studies and literature relevant to the present study and the gap in the current research literature that are also covered in module 2. Research questions inquiring about the effectiveness of planning L2 writing when varying conditions of topic and language in different situated contexts were also presented in module 2. These questions will be addressed and answered in the present module. In addition module 3 reflects my growing knowledge on L2 writing and overall themes of the PhD study. In this module detailed descriptions of the participant subjects are given as well as discussing their backgrounds and placing them in context. The experimental phase is discussed in depth and methodology, design and data collection procedures are outlined. Instrumentation is explained and three stages of analyses using the data collected are carried out. The results are presented and discussed for the subject sample populations (L1 Japanese writers of L2 English) in the three different contexts investigated (students in the United Kingdom, students in a Japanese university, and published academics who are "expert" L2 English writers). Any patterns or relationships found between the contexts are also investigated and discussions on whether the findings could be applied to broader L2 writing contexts are also examined. Finally conclusions and recommendations for future studies are discussed including pedagogical implications and any limitations found in the overall study.

CHAPTER 1. METHODOLOGY

In this chapter details of the methodology, which includes descriptions of participants, measures and variables, experimental design and data collection procedures, for the current study will be presented. Firstly, explanations of the three constituent experiments that make up the overall study are given. Secondly, descriptions of the participant subjects of all three experiments are given including a discussion on their background and placing them in context. Thirdly, descriptions, theoretical thinking and reasoning behind the design of the whole study in general and the reasons for the design of specific tasks are presented. After which descriptions of the pilot studies, experimental conduct and the actual data collection procedures used in this study will be given. Finally the theory and method of instrumentation and data analysis used will be discussed.

1.1 Three experiments for three sample populations

The overall PhD study utilises data collected from three related experiments that were carried out separately. The methodology and planning of the three experiments are on the whole very similar. However, as they were all conducted in differing situated contexts naturally there were several key differences, especially in the design of the task prompts and execution of the data collection. In particular the task prompts had to be specifically designed to suit, and be relevant for, participant subjects from each of the three different situated contexts while still being correlated and sufficiently related to allow meaningful and valid comparisons to be made of the data collected from across all three experiments.

The first experiment was conducted in the United Kingdom and collected data from L1 Japanese students studying L2 general English in a private language school in London. The second experiment was conducted in Japan and collected data from L1 Japanese university students majoring in L2 English at a university in Japan. The third and final experiment was also conducted in Japan, however in this case data was collected from L1 Japanese academics living in Japan who had published articles or books in L2 English and therefore are considered L2 English "expert" writers. The three experiments defined by the three sample groups that are examined in specific situated contexts are summarised below in table 1.

TABLE 1. THREE CONSTITUENT EXPERIMENTS CARRIED OUT IN THE STUDY

Experiment 1. L1 Japanese L2 English writers studying in the United Kingdom. (sample group A)
Experiment 2. L1 Japanese L2 English writers studying in a Japanese University (sample group B)
Experiment 3. L1 Japanese L2 English "expert" writers "anchored" in Japan (sample group C)

In all three of the experiments the general population, which the participant samples are drawn from, is L1 Japanese writers of L2 English. However, by choosing three different situated contexts the overall study investigates and provides insights into the three most common sample types and hence situational realities that are prevalent for the wider L1 Japanese writers of L2 English population and by extension the general population of L1 writers of L2 English. For more details on each sample group please refer to section 1.3.

1.2 Three stages of analyses and discussion

The analyses of the data collected in the three constituent experiments were carried out in three stages. In the first stage the data and results from the three experiments were analysed separately and insights and recommendations for each of the three sample groups were obtained respectively and independently of each other. In the second stage of analyses, data from experiment 1 and experiment 2 (see table 1. above and section 1.5) was empirically compared and contrasted quantitatively to increase the external validity of the overall study and of the scope for generalisation of the results to an overall broader context and population. This was possible because demographic variables, such as age and English proficiency of participant populations, from experiment 1 and 2 were very similar. The third and final stage of analyses compared and contrasted the data from all three experiments, that is, specifically the results obtained in experiments 1 and 2 with those found in experiment 3. However, in this stage the analysis was done using a more hermeneutic and qualitative approach rather than a purely quantitative one due to the differences in variables, such as age and English proficiency, of the participant population of experiment 3 when compared to experiments 1 and 2. The aim of this third stage of analyses is to provide a basis for attributing broad similarities or differences in the three situational contexts to try and develop potential explanations of communicative functions and purposes of L2 English texts as well as planning practices for those texts, and therefore providing a springboard for further investigation and studies. For more details please refer to table 2 below and section 2.2.3 in module 2.

TABLE 2. THE THREE STAGES OF ANALYSES AND DISCUSSION

STAGE ONE (3 independent quantitative experiments)
Experiment 1. Investigate optimum planning condition, topic and language for sample group A
Experiment 2. Investigate optimum planning condition, topic and language for sample group B
Experiment 3. Investigate optimum planning condition, topic and language for sample group C

STAGE TWO (causal-comparative study - independent variable the situated context)
Data and results from sample group A vs. Data and results from sample group B

STAGE THREE (hermeneutic and qualitative case study)
Data and results from sample group C vs. Data and results from sample groups A and B

1.3 Samples groups and participant subjects

Previous studies that have attempted to investigate the effects of language used in the planning process on writing an L2 English essay are few and far between. There are however two notable exceptions to this dearth, namely Friedlander (1990) and Akyel (1994). Friedlander (1990) in his experiment chose for his sample, twenty-eight L1 Chinese freshmen at an American university. Akyel (1994) in his study investigated two sample groups (intermediate and advanced proficiencies) made up of seventy-eight L1 Turkish students at a university in Turkey. For further details please refer to the review of literature in module 2.

All the participant subjects for the current study were drawn from a population of L1 Japanese speakers who write L2 English. As far as I am aware this is the first study that directly investigates the effects of L1 Japanese speakers using either the English or Japanese language in the planning process of writing an L2 English essay. I believe it is also the first study to

investigate the effects of varying the component of topic, between a Japanese topic and an English related topic, in relation to planning language.

Unlike previous studies, the current study investigates participant subjects from three different situated contexts and therefore data was obtained from three sample groups. The first situated context, examined in experiment 1, was made up of participant subjects who were Japanese students studying general English in a private language school, at an upper-intermediate level (defined in appendix I), in an Anglophone country (sample group A). The second situated context, examined in experiment 2, was made up of participant subjects who were Japanese students, at an upper-intermediate level (defined in appendix II), majoring in English at a Japanese university (sample group B). The third situational context, examined in experiment 3, was made up of participant subjects who were Japanese academic "expert" writers of English (sample group C). The ages and English proficiency levels of participant subject in sample groups A and B were similar, however this was not the case for participant subjects in sample group C.

The reasons for choosing these three sample groups was firstly to see if planning an English essay where the planning language is matched or mismatched with the topic, or if a particular language of planning or topic regardless of matching, effects their plans and/or resulting English essays. Furthermore, whether these effects are varied depending on different situated contexts in and of themselves and relative to each other. But also importantly, following Campbell's (1963) model of proximal similarity, three different situated contexts were chosen to increase the internal and external validity of the data obtained by drawing varied and the most commonly representative samples from the wider population of L1 Japanese writers of

L2 English and to then be able to generalise the results obtained back to the whole population (Bickman, 2000; Campbell, 1963; Campbell & Russo, 1998).

In fact, it is hoped, when the results of the current study are discussed with studies carried out with other population samples, such as Friedlander's (1990) Chinese sample and Akyel's (1994) Turkish sample (and any future studies with other varying samples) it will be possible to generalise findings across the wider broad-spectrum population of all writers of L2 English. In summary, by choosing three sample groups for the present study from different situated contexts, using differing persons, places or times, from the same population the results obtained can be generalised to other proximally similar persons, places or times (Campbell, 1963; Campbell & Russo, 1998).

It can be noted that the participant subjects in sample groups A and B, of the present study, have some similarities respectively with those participant subjects in Freidlander's (1990) and Akyel's (1994) studies in terms of being either students studying in an Anglophone country or being "home country" university students. However, along with the participant subjects from sample group C, for the participants in the present study their background, demographics, English proficiency levels and reasons for studying English may well differ considerably from participant subjects in any previous study.

In order to get a better perspective of the participant subjects of the current study it is important to understand some key factors particularly unique to Japanese language, educational context, learner motivation and assessment of English. The next section will briefly outline some of the relevant information in regards to these factors. This will be

followed by details about participant subjects from each of the three sample groups investigated respectively for each of the three experiments.

1.3.1 Japanese language writing systems in relation to English

By and large most Japanese have limited exposure to English in Japan other than school lessons (Thompson, 2001). Even the pervasive media exposure of English in many non-English-speaking countries is minimal in Japan. Reesor (2002) posits that L1 Japanese students find English difficult because the broad constituents of Japanese and English sentence structures are ordered very differently. In addition to the grammatical, lexical and phonetic disparity, Japanese students' attitudes to language in general are heavily influenced by aspects of their own language. Firstly, "respect language" is so finely graded that even an out-of-context fragment of dialogue can reveal to an eavesdropper a great deal about the age, sex, relationship and relative status of both speakers. Even a transcript without such vocal cues as voice articulation and quality reveals a sensitive choice of vocabulary and grammar in this respect. Students of English are therefore quite anxious about being sufficiently or excessively polite. Secondly, the Japanese language has an enormous number of words, which are pronounced the same but written differently. Sometimes as many as twenty different ideogram characters or compound ideogram characters are pronounced the same way with only situational context or written text aiding correct understanding. Therefore, it could be suggested that Japanese speakers trust their eyes before their ears. This is an important point when considering the Japanese student as a reader and writer of English.

Thompson (2001), echoing the sentiments of many such as Koike and Tanaka (1995), as well as Sasaki and Hirose (1996), goes on to say that when considering Japanese students of English and the skill of writing in English, it can be seen that they do not generally have difficulty with English spelling or handwriting. Perhaps this is because of the training involved in mastering the Japanese writing system, which combines Chinese derived ideograms with syllabic character. Also Western script is familiar to most Japanese, even those who have learnt no English, from its use in "*Romaji"* (i.e. Romanised or Latin character script) transliterations which is the most common form of input of Japanese text in computers.

When describing written style of English, Ike (1995) explains that even though Japanese students' spelling, organisation and grammar may be faultless, the over-use of abstract nouns and the evoking of unfamiliar images may result in incomprehensibility to the English reader. Abstraction is respected in Japan. There is a great tradition of poetry that uses a very large stock of abstract nouns, composed mainly of two or three character compounds. It is with these linguistic factors in mind the next section discusses the English language in the Japanese educational context.

1.3.2 Educational context, motivation and assessment of English

In order to understand the role of the English language and by extension English language education in Japan, various factors must be considered. Most notably these include historical events and how the Japanese view and have viewed themselves in relation to the wider global society. Interrelated factors such as economics, politics and education policy have also shaped

Japan's relationship with English. A relationship that, it would be fair to say, over the course of time has seen pendulum swings between love and hate and also fluctuations between pragmatism and fascination and ultimately, it can be argued, between overt and covert isolationism towards English.

Historically speaking, Japan due to fear of foreign cultural, religious and military influence and invasion, was intentionally cut off from the rest of the world by its rulers for two hundred years until the end of the 19th century when it was forcibly "opened up" by American and European "gunboat diplomacy". Ironically the very care that was taken by Japan's rulers to exclude foreign influence to their culture was reversed when Japan finally did accept interaction with foreigners.

At this point the Japanese attitude towards foreign language learning was still somewhat a mixture between fear and hatred of foreigners and an intense interest in the sciences of Europe, particularly medicine, mathematics and astronomy (Hall, 1970). Everything foreign was studied keenly. Especially interesting to the Japanese were foreign technological advances. Therefore much of modern Japanese foreign language study stemmed from the desire to translate foreign technical manuals. Principally these were written in Dutch, Portuguese, German and English. This initiated a trend that has effectively continued (with a few exceptions) in Japan until today, where foreign languages are often taught in strict grammar translation methods in Japanese schools. Therefore, it can be assumed that Japanese students have always felt more comfortable with reading and writing in English rather that listening and speaking it communicatively.

The way assessment of English is often carried out in Japan can also be attributed to the increased focus on reading and writing. Many Japanese university students studying English take the TOEFL examination (Torikai, 2002). It is also common for many Japanese companies and organisations to require potential job candidates to write short timed essays in English during the hiring and interview process (Yoshihara, Okabe, and Sawaki, 2001). It is with this in mind that the writing genre in the present study will focus on subject writers composing assessment task style short essays in L2 English similar to the English essays they, as Japanese students of English, would write in a realistic situation such a TOEFL examination or during job-hunting activities (for further details see module 2, section 2.2.2 context of the study)

For more detailed exposition of the history of English language education and learning in Japan, refer to the excellent surveys by Fujimoto-Adamson (2006), Ike (1995) and Koike and Tanaka (1995).

1.3.3 Participants subjects of experiment 1 (sample group A)

The research and data collection for experiment 1 was conducted during the winter of 2009. The mixed gender sample group was made up of a total of forty Japanese students, enrolled in a general English course at "LS School of English" (anonymous), a private English language school in London, the United Kingdom. It is very popular with Japanese who come to London to study English. The school regularly advertises in the local Japanese press and also has agents who recruit students for them in Japan. This may account for the high percentage of

Japanese students they have at all levels. Participation in the experiment was totally voluntary, and following the research code of practice, prior permission was obtained from all staff and student participants. Initially the sample group was made up of forty-two student subjects, however two participant subjects dropped out mid-way through the experiment and therefore any data they had produced was discarded.

According to information collected during the post-task background demographics questionnaire (for details of the questionnaire see appendix III and section 1.5.6) of the forty participant subjects the average age was 23, ranging between 20 and 31. All participant subjects had studied English for at least six years in Japan (that is at least Junior high school and high school English lessons) and no participant subject had studied English for more than two years in the U.K.

As students of LS School of English, all participant subjects had been placed into upper-intermediate level classes after undergoing a strict placement test when they first enrolled at the school or after they had completed and passed the previous proficiency level English language courses at the school. A criterion of what is considered upper-intermediate by LS School of English can be found in appendix I. The participant subjects' proficiency level was triangulated by asking each of them what proficiency level they themselves thought they were in a post-task background demographics questionnaire (see appendix III). The results confirmed that none of the participant subjects rated themselves as "poor" at English and none of the participant subjects rated themselves as "excellent" at English, either in general or specifically at writing in English. It can be inferred that all students thought of themselves at

an English proficiency level in between beginner and advanced that is to say at intermediate or upper-intermediate level.

In regards to motivation, one of the questions asked to the subjects in the post-task background demographics questionnaire was "Why are you studying English?" As may have been expected participant subjects usually answered this question in two parts; why they were studying English and why they had chosen to come to the United Kingdom to study it. The majority of participant subjects cited "to improve career prospects" as a reason for studying English, followed by "broadening outlook on life" and then "to study in a foreign university". The first and third reason can lead to an assumption that the participant subjects had at least an interest in writing English as this would probably be a significant mode of using English for their desired outcomes of studying English. However, when specifically asked how important they felt writing was in their study of English the majority of participant subjects felt it was important but that speaking and listening were of slightly more importance to them. Many of the participant subjects had a very positive impression of studying in the U.K. and of British English in general. Some participant subjects specifically cited their motivation for coming to the U.K. to study English rather than another Anglophone country for reasons such as "preferring the British accent" and "wanting to study *real* or *correct* English". Other reasons included those of historical value or quality and value experience as well as the close proximity to the rest of Europe. These were the important motivational factors for studying English and specifically in the U.K.

Specific details of subject writers' prior experiences of formal instruction in writing essays in Japanese and English were collected in a second post-task questionnaire (see appendix VI).

Subject writers' attitudes and feelings towards writing an essay in Japanese or English were also collected in this second questionnaire. The results of this second questionnaire are quantitatively analysed, discussed, and statistically presented in the results and discussion sections in chapters 2 and 3 alongside the questionnaire responses from participant subjects from experiments 2 and 3.

1.3.4 Participants subjects of experiment 2 (sample group B)

The research and data collection for experiment 2 was conducted in early 2010. The mixed gender sample group was made up of a total of forty Japanese university students enrolled at "University N" (anonymous), which is a private university in central Japan. All forty students were in the third year of a four-year English major bachelor's degree run by the Department of English Communication (DEC), which is part of the Faculty of Foreign Languages at University N. Participation in the experiment was totally voluntary, and following the research code of practice, prior permission was obtained from all faculty staff and student participants.

The DEC has over twenty full-time native English-speaking faculty members. As a strict university policy all lectures and seminars within the DEC are conducted in English only. Therefore, University N conducts its English major bachelor's degree totally in the English language with a total native English-speaking faculty.

According to enrolment information and confirmed by information collected during the post-task background demographics questionnaire (for details of the questionnaire see appendix IV and section 1.5.6) of the forty participant subjects, the average age was 20, ranging between 20 and 21, which places them in a very similar age group to the participants subjects from sample group A. Again similar to sample group A, all participant subjects had studied English for at least six years in the Japanese schooling system. Additionally during the course of their bachelor's degree they had also studied English for two years at University N.

To keep the variable of age and English proficiency as consistent as possible for both sample groups A and B, only students in their third year of study at University N were used for experiment 2. In order to enter the English major bachelors degree course at University N all students had to demonstrate a good standard of English proficiency in the university entrance exams. In order to progress to the third year of the bachelor's degree the students were required to pass the majority of their exams in their second year. To be able to achieve this the university sets the exam levels to be at an upper-intermediate level of English proficiency. The requirements for this proficiency level is decided by the curriculum committee of professors at University N and is somewhat (but not entirely) based upon the guidelines and recommendations of the Higher Education Bureau of the Japanese Ministry of Education. A criterion of what is considered upper-intermediate by the DEC at University N can be found in appendix II. Therefore, those students in the third year of the English major bachelor's degree at University N can be classed to be at an upper-intermediate level of English proficiency, the same as participant subjects in sample group A.

The participant subjects' proficiency level was triangulated, as in experiment 1, by asking each of them what proficiency level they themselves thought they were, in the post-task background demographics questionnaire. The results confirmed that none of the participant subjects rated themselves as "poor" at English and none of the participant subjects rated themselves as "excellent" at English, either in general or specifically at writing in English. It can be inferred that all students thought of themselves at an English proficiency level in between beginner and advanced that is to say at intermediate or upper-intermediate level. This fact makes the variables of age and English proficiency consistent for both sample groups A and B in experiments 1 and 2.

When considering motivation, one of the questions asked in the post-task background demographics questionnaire to the sample group B participant subjects was "Why are you studying English?" Similar to participant subjects in sample A, many replied, "to improve career prospects" and "to improve my TOEIC test scores". This is understandable as English language proficiency is greatly valued by the majority of employers in Japan. Graduating students with a TOEIC test score of over 600 are much more likely to be competitive in the job-hunting market. This is the case even when English is not directly required for the job. However, the majority of subject writers, when asked about motivation, expressed a desire to work in a career where they would be using English, the travel and airline industry being by far the most popular choice. Some subject writers cited an aspiration to work abroad and therefore wanted to study English at university to that end. Other subject participants cited that the reason they chose to study English at university level was because they enjoyed studying it at high school and felt they were good at it.

The motivation to use English in a future work situation can lead to an assumption that the participant subjects had at least an interest in writing English as this would probably be a important way of using English for their desired outcomes of studying English. In contrast to the majority of participants subjects in sample group A, more participants in sample group B felt writing in English was just as important as speaking and listening.

The majority of participant subjects were very happy to be studying English full-time at a Japanese university with English native-speaking lectures and professors. Many of the participant subjects also expressed that they were pleased that they could study English in Japan, but in the future would also like to study abroad for a short while if they had the opportunity.

Specific details of subject writers' prior experiences of formal instruction in writing essays in Japanese and English were collected in a second post-task questionnaire. Subject writers' attitudes and feelings towards writing an essay in Japanese or English were also collected in this second questionnaire. The results of this second questionnaire are quantitatively analysed, discussed, and statistically presented in the results and discussion sections in chapters 2 and 3 (also see appendices VI and XIX).

1.3.5 Participants subjects of experiment 3 (sample group C)

The data collection for experiment 3 was conducted during early to mid 2010. The sample group was made up of a total of ten L1 Japanese L2 English "expert" writers anchored in

Japan. This sample group was based on what Sasaki (2000) identifies as "expert writers whose professional work includes regularly writing English research papers while their life is anchored in Japan" (p. 265). It was felt that the participant subjects in this third group, although not native speakers, possessed the writing ability that the subject writers in sample groups A and B potentially and ultimately aspired to. Another reason that this sample group was chosen was in the interests of broadening the spectrum of samples to better cover variation in the overall population of L1 Japanese writers of L2 English that were investigated in the overall study.

The number of participant subjects in sample group C used in experiment 3 was smaller than in sample groups A and B used in experiments 1 and 2 respectively. Whereas sample groups A and B were made up of forty participant subjects each, sample group C consisted of only ten participant subjects. The primary reason for this reduction in numbers was the difficulty in obtaining willing participant subjects that fit the definition criteria of sample group C.

All the subject writers in sample group C were academics belonging to a teaching faculty in one of three universities in Nagoya city, Japan. The participant subjects included two lecturers, seven assistant professors and one associate professor. None of the subject writers taught English language.

According to information collected during the post-task background demographics questionnaire (for details of the questionnaire see appendix V and section 1.5.6) from the ten participant subjects, their average age was 38, ranging between 28 and 51 years old. All the participant subjects had studied English for at least six years in Japan in Junior and high

school English lessons and in most cases they had all kept up their English language study either formally or informally since high school. All participant subjects had spent at least six months living, studying and/or teaching in an Anglophone country (either North America, The U.K., Australia or New Zealand). No participant subject had lived in an Anglophone country more than four years. Most importantly all ten participant subjects in sample group C had written articles in English and had them published in recognised academic journals. It was this last point that allowed them to be classed as above average L2 English writers, indeed as expert or advanced L2 English writers.

The participant subjects' proficiency level was triangulated in the post-task background demographics questionnaire by asking each of them what proficiency level they themselves thought they were. The results confirmed all the participant subjects rated themselves as at least academically proficient in writing English, although some were a little more reserved in regards to their self-opinion of their English-speaking abilities.

Another of the questions asked to the participant subjects in the post-task background demographics questionnaire was "How important is English in your job?" All participant subjects unequivocally answered that English was very important to keep up with current research in their chosen academic fields and in order for themselves to contribute to their field by producing and publishing articles and books. Therefore, the skills of writing and reading English were a significant mode of studying and using English for all subject writers in sample group C.

Specific details of subject writers' prior experiences of formal instruction in writing essays in Japanese and English were collected in a second post-task planning attitude questionnaire (see appendix VI). Subject writers' attitudes and feelings towards writing an essay in Japanese or English were also collected in this second questionnaire. The results of this second questionnaire are quantitatively analysed, discussed, and statistically presented in the results and discussion sections in chapters 2 and 3.

1.4 Measures and variables

In the following part of this module both the independent and dependent variables for all three experiments are detailed and explained. This includes the independent variables that were kept consistent between all three experiments and outlining the measures that were used for determining any resultant variations in the dependent variables. Along with this section, a more in depth explanation of the use of raters for holistically rating the plans and essays is also covered in section 1.7.

1.4.1 Overview

In this section an overview of the measures, some limited aspects of design and procedure are given which are consistent and uniform for all three experiments. All the three experiments in the present study investigate whether L1 Japanese writers of L2 English (in a different situated context for each of the three individual experiments), when asked to produce essay

texts in English, plan more effectively and produce texts with better content and length (as defined in section 1.7) when they are able to plan in the language related to the acquisition of topic area knowledge. That is whether planning an English essay in L1 Japanese about a Japanese topic or planning an English essay in L2 English about an English topic (i.e. a language and topic **match** condition) enhances the writer's plan and/or final essay text in English.

TABLE 3. OVERVIEW OF CONSTITUENTS FOR ALL THREE EXPERIMENTS

	Essay topic	**Plan language**	**Final essay**
Match condition	L1 Japanese related	L1 Japanese	L2 English
Match condition	L2 English related	L2 English	L2 English
Mismatch condition	L1 Japanese related	L2 English	L2 English
Mismatch condition	L2 English related	L1 Japanese	L2 English

Also investigated is whether topic choice independent of language, or language choice of planning independent of topic has any impact on plans and/or resulting L2 English essay texts. In other words does planning an English essay in Japanese or planning an English essay in English (regardless of the topic) enhance or weaken the plan or resultant English essay text, or do certain topic choices for an essay (regardless of whether they are planned in Japanese or English) enhance or weaken the plan or resultant English essay text.

In all three experiments, L1 Japanese-speaking participant subjects (henceforth called subject writers) were asked to plan and write two essays. This follows a process oriented approach to

writing in an L2, which was discussed extensively in module 2. The topic for each of the two essays differed, the first was a Japanese culture related topic and the second was an English related topic. These topics were provided by essay question prompts to the subject writers. For each of the three experiments half of the subject writers were randomly selected and asked to generate a written plan in their native L1 of Japanese for each of their two essays, the remaining half of the subject writers were asked to generate a written plan in English for each of their two essays, then all subject writers wrote their two essays texts in English.

In developing the plans, subject writers were instructed to brainstorm, or generate ideas on the topic, and then to organise these ideas for their essays. The theory and importance of brainstorming for generating ideas has been previously discussed in module 2. The subject writers were advised to generate the ideas in their plans in point form or preliminary and tentative lists and notes to be organised for later use in the writing of their final essays, rather than in complete sentences. The plan, then, was intended to be an organised list of points made up of single words and/or short phrases and not an initial draft of the final essay.

Once they had completed the plan, the subject writers could then start to write their essay in English. The subject writers wrote their plans and essays over the course of two days. The first plan and essay on day one within a pre-arranged given time frame (detailed in section 1.5.5) and the second plan and essay on day two also within a pre-arranged given time frame. After the subject writers had completed both essay tasks, they were requested to fill in two questionnaires on day two. The first questionnaire collected background demographic information about the subject writers. The second questionnaire collected information about the subject writers' opinions and preferences for planning and writing in L2 English. Finally

several subject writers were randomly selected and interviewed in more detail about the tasks and their opinions and preferences for planning and writing in L2 English (detailed in section 1.5.6). The above described methods, experiment design and procedures were carried out consistently for all sample groups in each of the three experiments.

1.4.2 Independent variables

The independent variables investigated in the present study are those factors that if optimised, potentially allow L2 writers to produce a better plan and/or essay. These factors include the match/mismatch condition, the topic independent of language and language of planning independent of topic. In analyses stages two and three, where data collected from subject writers in the three various sample groups are compared together, the situated context is also a factor that may influence the results and findings and is therefore also an independent variable examined in the present study. All these independent variables are described in more detail in the sections below.

1.4.2.1 Condition as an independent variable

In order to consider whether it is preferable to plan in the language of topic knowledge, (the language which the details of a particular topic were acquired, experienced in, or are culturally tied to) the subject writers either planned in the language of topic knowledge and

then wrote their final essay in English (match condition), or planned in the language not related to topic knowledge before writing their final essay in English (mismatch condition).

All subject writers in the **match condition**, in each of the three experiments, planned in Japanese (their L1 language) on the topic of Japanese New Year celebrations, *Oshogatsu* (their L1 related topic). Or they planned in English (their L2 language) about an English related topic. Conversely, subject writers in the **mismatch condition** in each of the three experiments, planned using English about *Oshogatsu,* and using Japanese for the L2 English related topic. In all cases, after completing their plan, they wrote the final essay texts in English (see table 3 above and table 4 below).

It should be noted that although the Japanese topic remained constant for all three experiments in the three different situated contexts owing to the fact that all subject writers from all three sample groups had experienced *Oshogatsu* in Japanese, the L2 English related topic, by necessity, varied for each of the three experiments because the subjects writers in the different sample groups had encountered slightly varying experiences in English. To be more explicit, those subject writers from sample group A living in London were asked to write about their experiences in the U.K., those in sample groups B living in Japan (and had probably not lived in London) were asked about another relevant topic experienced in English. The same was true for the English topic chosen for sample group C. More precise details of the varying English topics given to each of the three sample groups will be discussed in sections 1.5.8 to 1.5.10 when explaining specific task designs for each of the three experiments.

TABLE 4. EXPERIMENT BY INDEPENDENT VARIABLE OF CONDITION

	Topic	
Condition	***Oshogatsu***	**English Topic**
Match	L1 Japanese plan	L2 English plan
Mismatch	L2 English plan	L1 Japanese plan

1.4.2.2 Topic as an independent variable

Although the main aim of the study is to examine the benefits (or lack of benefits) of planning an English essay in either a match condition or a mismatch condition, two other independent variables and their impact on plans and resultant essays were also investigated (please refer to module 2 section 2.4 Research questions). The first of these other variables, questions whether the topic choice for an essay has any effect on plans and/or resulting L2 English essay texts regardless of which language it was planned in. Therefore, as well as match versus mismatch condition, "topic choice" (L1 related topic versus L2 related topic) in and of itself is also an independent variable that is examined in this experiment.

1.4.2.3 Language as an independent variable

The third independent variable examined in this study is that of the impact of language used to plan an essay in and of itself regardless of the topic of the essay. In other words does planning an English essay in Japanese or planning an English essay in English (without considering whether the topic is related to the language of planning) enhance or weaken (as

defined in section 1.7) the plan and/or resultant English essay. A summary of all three independent variables of condition, topic and language are outlined below in table 5.

TABLE 5. SUMMARY OF MAIN INDEPENDENT VARIABLES

Which variable if optimised allows L2 writers to produce a better plan and/or essay?

Match condition	vs.	Mismatch condition
Japanese L1 topic	vs.	English L2 topic
L1 Japanese planning language	vs.	L2 English planning language

For the research questions formulated to investigate the three independent variables please refer to module 2 section 2.4 Research questions, and also section 1.7.1 in the present module.

1.4.2.4 Situated context as an independent variable for analyses stages two and three

The independent variables outlined above are primarily related to analyses stage one where the data obtained for each of the three experiments is individually examined and analysed for each sample group. However, in analyses stages two and three the data and results from each of the three experiments are compared and examined against each other. Therefore, in stages two and three of analyses in addition to the above outlined independent and dependent variables, the additional independent variable of the situated context is included (refer to table 2 in section 1.2 for an outline of the stages of analyses).

1.4.3 Dependent variables

In order to ascertain the impact and resultant effects of varying the independent variables outlined in the previous sections, five dependent variables were measured and analysed in all three experiments. The data from these dependent variables were obtained from both plans and final L2 English essay texts. A more detailed explanation on the analyses of these dependent variables is given in section 1.7. However, it would be useful to briefly outline these dependent variables here.

From each plan produced by the subjects writers in all three experiments the following data was obtained; the length (number of words), the number of ideas (number of details), and a holistic rating (quality) given by independent raters. From the final resultant English essay texts produced using the plans, the essay length (number of words) and a holistic rating (quality) given by independent raters were obtained. Using the data collected, analyses on the effects of the differing independent variables was undertaken and results were obtained that allowed discussions and conclusions to be made on whether certain independent variables if optimised had an enhancing effect on either or both plans and resultant essay texts. These results and discussions are covered in chapters 2 and 3. A detailed explanation of the holistic raters and the holistic rating criteria is also given in section 1.7. A summary of the dependent variables is outlined below in table 6.

TABLE 6. DEPENDENT VARIABLES MEASURED IN ALL EXPERIMENTS

PLAN

Plan length in number of words

Plan number of ideas

Plan holistic rating

ESSAY

Final essay length in number of words

Final essay holistic rating

The answers for the first six research questions outlined in section 2.4 of module 2, can begin to be discussed by analysing the data collected quantitatively and holistically measuring the dependent variables for each of the varying independent variables in each of the three experiments individually and separately in turn. This is stage one of the analyses outlined in table 2. Furthermore, by comparing the results and findings of the three experiments with each other, answers in particular for research questions 7 and 8 can begin to be discussed (see section 2.4 in module 2 and section 1.7.1 in the present module). These are stages two and three of the analyses outlined in table 2.

1.4.4 Methodological issues

The primary research aims of the current study build upon previous studies by Friedlander (1990) and Akyel (1994), which have been the two seminal studies that investigate the effects of using L1 in planning an L2 essay and varying the choice of topic. These two studies are

discussed in some detail in the review of literature section in module 2. Friedlander (1990) examined Chinese L2 English students in an American university and Akyel (1994) examined Turkish L2 English students in a Turkish university. However, the methodology and design for both were somewhat similar. The present study also builds upon the methodologies and designs of these studies and uses them as tentative guides. It is hoped that where this consistency occurs between the two previous studies and the present study, the outcome will be a more sound design for the experiments in the present study that at its roots has been tried and tested. It will also negate "reinventing the wheel" for those parts of the design that worked well previously for both Friedlander and Akyel. It will also allow for an easier and better comparison of the results of the present study with those of Friedlander (1990) and Akyel (1994). However, due to the larger scale and scope (including the use of data obtained from three experiments) of the present study, even with the similarities in the basic design of some of the experimental tasks, the present study cannot be classed as a replication study of either Friedlander's (1990) or Akyel's (1994) studies according to the definitions outlined by the Language Teaching Review Panel (2008) in Cambridge University's Language Teaching Journal. However, some aspects of the present study do "constructively" or "conceptually" replicate Friedlander's (1990) and Akyel's (1994) studies, as the present study builds upon them without ever replicating them wholesale. Indeed this is similar to the way Akyel's (1994) study itself constructively and conceptually built upon Friedlander's (1990) earlier study.

Apart from the major differences of scale and scope, some of the other differences between the present study and those previous to it, especially regarding the different population sample groups and situational contexts are discussed in section 1.3. Another point in particular is the

time given to the subjects to carry out the tasks was kept at a constant in the present study, whereas Friedlander (1990) had measured time as a variable in his study. The reasons for keeping time a constant in the present study are given in section 1.5.5. In addition the holistic rating criteria and holistic rating procedures for the current study (see section 1.7) were developed distinctly from those used by Friedlander and Akyel as their published studies did not provide sufficient details to replicate this aspect.

Besides using different population sample groups and situational contexts, in the present study, efforts were made in improving the finer points of design, instrumentation and data analyses as well as generally investigating points that may have been overlooked in Friedlander's (1990) and Akyel's (1994) studies. The details of data collection procedures in the present study differed from both Friedlander's (1990) and Akyel's (1994) studies as did the topics chosen for the study, the prompts and how they were delivered. These differences will be alluded to when describing the design of the present study in section 1.5, and should be compared with descriptions of Friedlander's (1990) and Akyel's (1994) studies given in the review of literature in module 2.

Of note however, is the use in the present study, of plan and essay texts produced by the subject writers as the primary source of data collection to measure effects of variables rather than other ways such as think-aloud protocols and this does closely follow the methodology and design of both Friedlander's (1990) and Akyel's (1994) studies. Although neither Friedlander nor Akyel explicitly state the reason for this preference of working with product texts for corpus analyses in their published studies, I believe the reasons may echo those given by Hyland (2005), Nystrand (1987) and Swales (1981). Hyland (2005) in particular posits

that, as an orthodox applied linguist, the use of text produced as a principle experimental data source is preferable to more "introspective" methods of data collection such as think-aloud protocols. He regards the materialised texts to be concrete communicative expressions of engagement with social purposes within certain contexts that only appear in resulting product texts. Nystrand (1987) calls this "situation of expression". Both Hyland (2005) and Nystrand (1987) suggest that although understanding the reasons why writers made certain decisions during composition is important and of interest, that it is only at the time that the text is read itself that they actually function communicatively and the reasons can then be deduced. This is of particular import for the current study, because it examines L2 writing in several situational contexts.

However, for the present study as well as using plan and final essay texts as a primary source of data and analyses, I also collected data using post-task questionnaires and interviews for additional introspective information. As mentioned in module 2, section 2.3 when discussing ideology and paradigms of research, the current study is multimodal (or multi-method) and attempts to answer the research questions both quantitatively and qualitatively, and both statistically and hermeneutically. Therefore, I fully recognise the value of introspective information from subject writers, but I chose to use questionnaires and limited interviews as less invasive retrospective forms of introspection rather than think-aloud protocols during the actual planning and writing processes. Apart from the logistical and post collection codifying difficulties, the intrusive nature of think-aloud protocols made them an unattractive method of collecting data. Ericsson and Simon (1993) explain that introspective methods that verbalise thoughts, such as in think-aloud protocols, during a task can place too great a cognitive demand on mental processing that is required to achieve insightful results. In addition think-

aloud protocols often cause unwanted contamination of data such as the effects of "researcher's paradox" or "observer's paradox", where the participants may feel uncomfortable or feel the need to provide information they think the researcher is looking for.

Lastly, although instrumentation and analyses were also slightly different from Friedlander's (1990) and Akyel's (1994) studies, there are still many similarities between these two previous studies and the present study. Therefore in the results, discussion and conclusion sections of this study it will be interesting and meaningful to compare whether there is agreement or disagreement in the findings of the present study with the findings of Friedlander or Akyel.

1.5 Experimental Design

Although the three experiments were conducted in three different situated contexts and physical locations with three related but different sample groups, the planning and design of these three experiments was kept as similar as possible. Stage one of the analyses and discussion examines the data and results for each of the three experiments separately for each situated context. However, for stages two and three of the analyses and discussion the data and results obtained from each of the three experiments are compared and examined with each other. Therefore to guard external validity as much as possible and ensure consistent variables for analyses stages two and three, the design of the three experiments was kept as uniform as possible.

A great deal of the methodology, theoretical reasoning and experimental design is in fact very similar for all three experiments and in many cases identical. Therefore to avoid unnecessary repetition, where uniform for all three experiments, in this section the explanation of the design will be outlined together for all three experiments. However, due to some explicit differences in the task prompts and execution of data collection of the three experiments, where necessary these anomalous designs (see sections 1.5.8 to 1.5.10) and data collection procedures (see section 1.6) for each of the three experiments will be outlined separately.

In regards to experimental design that were uniform in all three experiments, subject writers made two essay plans and wrote two English essays using those essays plans. In each experiment the sample group was divided into two equal sized treatment groups using random selection. One treatment group planned both essays in Japanese and wrote both their final essay texts in English using their plans. The other treatment group planned both their essays in English and then wrote both their final essay texts in English using their plans.

All subject writers in both treatment groups (in each of the three experiments) planned and wrote their first essay about a Japanese related topic, and planned and wrote their second essay about an English related topic. For each of the two essays every subject writer was given a task prompt sheet. The first task prompt sheet outlined an essay question, and a prompt rubric. The rubric included a gloss, which firstly gave more details about the essay question and secondly gave task instructions which directed the subject writer to plan in a particular language and outlined the time constraints for the task. The second task prompt sheet was similar to the first, the difference being the topic, and therefore the essay question too was different.

The details for actual task prompts, including essay questions, topics, task rubrics and how the data collection was conducted are outlined in the following sections of this module. This is done by first describing generalities that are homogeneous for all the experiments and then specifically for each of the three experiments.

1.5.1 Writing task prompts

Before explaining the writing task prompts used in the three experiments and why they were designed as they were, it is important to give some background on current design theory of writing tasks for L2 writers. The act of writing, including the planning stage, is initiated as soon as the writer is given a writing task in the form of a prompt. The writer's understanding and reaction to the writing task prompt is of great importance and the influence it has on a writer in instigating their thinking process cannot be overstated. The writing task in the form of a prompt has an impact on the writer that causes an expansion and elaboration of the task presented in the writer's own mind (Casado-Antoniazzi, 2005). Ruth and Murphy (1988) call this the "construed task". They explain that the construed task is the task that the writer sets up in their own mind based on the given task in the writing prompt and is in fact a representation of the writer's own interpretation and understanding of the given task. If the writing prompt is not adequately designed and thought out then the construed task and the given task may have no congruence at all. This must be carefully considered in the present study as the analyses of the data obtained from the three experiments includes assigning relative holistic ratings (to both plans and final essay texts) by independent raters, part of which is assessing relevant content. Therefore it is important to ensure a minimal

misinterpretation or misreading of the given task by the subject writers of all three experiments through careful consideration, planning and design of the writing task prompts.

According to Ruth and Murphy (1988) two key factors need to be considered when designing a writing task or writing prompt. These include firstly the topic of the essay, that is the stimulus or subject that the writer will write about and this is usually presented in the form of an essay question. Secondly the rubric, which may include a gloss of the essay question, instructions, suggestions, and possible restrictions on content or topic. In other words how to address the topic of the essay question. This also includes the question of whether to set any time restrictions.

Casado-Antoniazzi (2005) along with Reid and Kroll (1995) agrees with Ruth and Murphy (1988) that an essay question together and an instructional rubric are needed to ensure the design of a good writing task prompt. Ruth and Murphy (1988) go on to suggest that within the essay question and instructional rubric there should be an announcement of the topic, followed by a stimulation of interest in the topic which in turn will lead to an awakening of a desire to write about the topic, along with suggested procedures and methods in writing with precautions against wasted effort. They go on to define a good writing task prompt as one that "reduces the student writer's uncertainty about the nature of the desired response by providing adequate guidance, without introducing stifling constraints" (p. 12).

TABLE 7. SUMMARY MAKEUP OF WRITING TASK PROMPT SHEET

1. Simple essay question - in English
2. Prompt rubric
    i. Gloss further detailing essay question (reader audience etc.) - in English
    ii. Task instructions, (which language to plan and write in, time constraints etc.) - in Japanese

Four writing task prompt sheets were designed and produced to give out to subject writers. Two of these were for each treatment group randomly selected to plan in Japanese or in English. The first writing task prompt sheet instructed subject writers to make a plan in Japanese and then using that plan write an essay in English about a Japanese topic (matched condition). The second writing task prompt sheet instructed subject writers to make a plan in Japanese and then using that plan write an essay in English about an English topic (mismatched condition). These two writing task prompt sheets were given to the Japanese language planning treatment group. The third writing task prompt sheet instructed subject writers to make a plan in English and then using that plan write an essay in English about a Japanese topic (mismatched condition), and the fourth writing task prompt sheet instructed subject writers to make a plan in English and then using that plan write an essay in English about an English topic (matched condition). These last two writing task sheet prompts were given to the English language planning treatment group.

This framework was similar for all three experiments. Each of the writing task sheet prompts was made up of an essay question in English (see section 1.5.3.) and a two-part rubric (see section 1.5.4). The first part of the rubric was a gloss explaining more details about the essay

questions and was in English. The second part of the rubric gave task instructions and was in Japanese.

1.5.2 Topic choice

The topics chosen for each of the three experiments required careful thought. Where possible these were kept consistent for all three experiments. However, because the sample group for each experiment was, by its very nature, chosen because it varied according to situated context this was not always possible. For the Japanese topic it was easier to keep the topic consistent for all three sample groups because of shared experiences of acquiring topic knowledge. Conversely, this was not the case for the English topic, which had to be altered according to the sample groups.

Possibilities for topic choices were sought from the subject writers' own experiences. This was in order to ensure that the topics chosen were indeed almost certainly experienced by the subject writers in a particular language background (i.e. that of Japanese or English) and details about the topic were acquired in that particular language. Horowitz (1991) asserts that when selecting topics for composition, it is important to ensure all writers have equal access to the knowledge base. Reid and Kroll (1995) concur by emphasising that the topic content should be accessible and tap into existing background knowledge of the writers.

A requirement of the Japanese topic was that it should be a topic that was culturally tied to Japan or the Japanese language, or a topic that had been "experienced" in the Japanese

language. Likewise for the English topic, the topic was one that should be linked culturally to the English-dominant speaking world or a topic the writer "experienced" or acquired knowledge about in the English language.

For the Japanese topic, Japanese New Year celebrations, *Oshogatsu*, was selected as this topic area knowledge would most certainly have been acquired and experienced by all the subject writers in all three of the sample groups in their early childhood, before they had been exposed to English, and re-enforced yearly so as not to be a distant memory. *Oshogatsu* is a well-known annual, traditional Japanese festival that is held for about a week, a few days prior, during and after January 1st that all Japanese are familiar with and has many exclusively Japanese rituals and practices. This Japanese topic was used for all three experiments.

For the English topic a little more consideration was required and although not exactly the same for each of the three sample groups the English topics chosen were kept as similar as possible. Sample group A in experiment 1 was made up of Japanese students studying English in a private language school in London, U.K. The English related topic chosen for experiment 1 asked subject writers to write an essay describing their first week living and studying in the U.K. It was envisaged that this topic would most certainly have been experienced and topic knowledge acquired by the subject writers on the whole in English. For more details see section 1.5.8.2.

Sample group B in experiment 2 was made up of Japanese university students majoring in L2 English at a university in Japan. As these subject writers were not, and had not, lived in the U.K. the same English topic used for experiment 1 could not be used. Instead the English

related topic chosen for experiment 2 asked subject writers to write an essay describing the English environment of their first week studying at the DEC at their university. For more details see section 1.5.9.2.

Sample group C in experiment 3 was made up of Japanese academics living in Japan. All the academics chosen for experiment 3 had at one time or another lived or studied in an Anglophone country sometime in the past. Therefore, the English related topic chosen for experiment 3 asked subject writers to write an essay describing their first week living in an English-speaking country. For more details see section 1.5.10.2

1.5.3 Essay questions

The essay question chosen for the Japanese related topic for all three experiments was the following simple statement, “Write an essay describing, “New Year’s celebrations in Japan (*Oshogatsu*)””. The topic and, therefore, the essay question chosen for the English related topic was different for each of the three experiments, however, the wording and syntax used for each was very similar to that used for the Japanese topic. For further details see the relevant sections describing the essay questions used in each experiment (sections 1.5.8.3, 1.5.9.3 and 1.5.10.3), also refer to appendices VII, VIII, and IX for actual prompts.

The essay questions for both Japanese and English topics were kept as simple and direct as possible in order to minimise any misinterpretation or misreading of the topic. In both essay questions it is explicitly mentioned that the subject writers would be required specifically to

write an essay. The essay questions also focus (but without limiting) the essays towards a descriptive mode and contextualise and authenticate the topic for the subject writer by using the words “describing” and “my” respectively. It was hoped that a connection between the essay topic, the writer and real world was achieved by the wording of the essay questions.

The aspect of audience or the target reader had to be handled carefully and was intentionally not mentioned in the essay question itself but rather revealed in a gloss of the essay question within the instructional rubric (more details are given in the next section). It was imperative that the subject writers clearly understood the essay questions and what was required of them. It should also be remembered that it was the essay plan and final English essays that were being investigated and not the effects of the prompt language. However, giving the essay questions to the subject writers in Japanese was resisted. Instead, in all of the experiments, all essay questions were presented in English to all subjects regardless of whether they would plan in Japanese or English. This was to ensure that the writing task prompts were as authentic as possible and congruent with essay questions and English writing situations that the subject writers would encounter in their real classrooms, examinations, correspondences or other situations and circumstances where they would more than likely be required to write in English in response to an English written text or prompt for example a letter or an e-mail.

1.5.4 Prompt rubrics

The aims of the rubrics in the writing task prompts were two-fold and as such meant that the rubrics can be divided and defined into two parts. The first part was a “gloss” of the essay

question, which further explained the details of the essay question. The second part of the prompt rubric was the "task instructions", which guided the subject writer on what they would be required to do in the task, namely make a plan followed by an essay.

1.5.4.1 Prompt rubric part 1 - Essay question gloss

The essay question gloss endeavoured to reconcile any construed task the subject writers may have assumed through possible misinterpretation of the given task with the actual essay question. Therefore, the gloss was meant as a further clarification of the topic in the essay question. Additionally in the gloss an audience or reader was provided to the subject writers as well as a criterion for the essay. Much thought and consideration was given in finding a balance between allowing the subject writers to write what they wanted about the topic within the realms of self-expression (see module 1, paper 2) and still keeping them within some kind of framework of "boundaries" to allow for independent raters to empirically rate the plans and essays with validity, relativity and consistency. This gloss part of the rubric was presented in English for the same reasons of authenticity as were given for presenting the essay question in English. For more details, refer to the relevant sections, outlining and explaining the essay question gloss specifically used for each of the three experiments (sections 1.5.8.3, 1.5.9.3 and 1.5.10.3).

1.5.4.2 Prompt rubric part 2 - Task instructions

The second objective of the prompt rubric was to guide and make clear to the subject writers what the task required them to do in terms of the mechanics of the experiment. This was to produce a plan in a specified language of either Japanese or English within a time constraint and then use that plan to write, in all cases, an essay in English again within a time constraint.

The task instruction rubric was the same for both essay topics in all three experiments. The only difference in any of the task instruction rubrics was the language the subject writers were instructed to plan in, either Japanese or English. Therefore two sets of prompts were made for each topic (one set for each treatment group within each sample group), one set instructing subject writers to plan in Japanese and one set instructing subject writers to plan in English. These were then given to the subject writers over the course of the two days that each experiment was conducted according to which planning language they had been randomly assigned to. For more details refer to the section 1.6 outlining the specific data collection procedures for each experiment.

This second part of the rubric was then a set of "task instructions" for the subject writers on the two process stages (planning stage and product essay stage) they were required to follow for the experiment and therefore, unlike the essay question and essay question gloss rubric, which were written in English to promote task authenticity, it was felt that there was no problem in providing this part of the writing task prompt in Japanese. This was to ensure that all subject writers clearly understood that they were required to first produce a plan of ideas and organisation in a specific language and then use that particular plan to write an English

essay. The choice of using Japanese for the task instruction rubric was to make absolutely certain the subject writers would clearly understand all the procedures of the experiment. This was felt in no way to compromise the authenticity of the essay question or task itself. It should be noted that procedural instructions were also given again verbally by myself to all subject writers in all three experiments before they began to write to ensure they all clearly understood the task and what they had to do.

There were two points in the task instruction rubric. The first point instructed the subject writers to plan their essay by making a list of words, ideas and phrases on what they wanted to write in their actual final product essay. The subject writers were also encouraged to plan how they would organise the structure of their essays. They were also cautioned that their plan was not to be a first draft of their essays but rather a plan of brainstormed ideas. It should be noted that subject writers from all sample groups were already familiar with the idea of planning a written composition which was confirmed by speaking with their respective writing teachers at their language school or university for sample groups A and B respectively and further triangulated by responses by all subject writers to a post-task questionnaire asking them about their past experience of learning writing composition in their L1 and L2 (see section 1.3 and section 2.4).

It should noted that time constraints of 10 minutes to produce the plan and 35 minutes to write the final product essay were specified in the task instruction rubric. The reason these times were chosen will be explained in more detail in section 1.5.5 and section 1.5.7. For actual task instruction rubrics please see the real task prompts given to subjects in appendices VII, VIII and IX.

1.5.5 Time

Choosing whether or not to allocate time constraints for the tasks was carefully considered. Writing in a second language can be a challenging activity for most language learners or second language speakers. It may be even more challenging for language learners or second language speakers who are required to produce a text within a specified time. It has been argued that timed writing tests do not allow writers the opportunity to display their true writing ability. Krashen (1981) originally suggested that there might be a relationship between an L2 learner's level of grammatical accuracy and time. His monitor model envisaged that given certain appropriate conditions an L2 learner could alter and improve his or her written or spoken accuracy by consciously applying previously learned grammar rules. One of the appropriate monitor conditions for this to occur according to Krashen (1981) was time. It is interesting to note however that in later expositions of his monitor theory Krashen (1985) dropped time as one of the key variable conditions.

Sanders and Littlefield (1975) point out that other factors in composition such as discourse features including organisation of text and coherence may be influenced by time. They posit that there is a possibility that writers cannot produce work that truly represents their best competence in writing if they feel they are writing under pressure and in a rigidly controlled unnatural situation such as one where time constraints are applied.

Collins and Gentner (1980) suggested that most of the difficulty in writing a writer faces are due to constraints that must be fulfilled at the same time. They go on to point out that a writer must contend with and coordinate four structural levels when expressing an idea. These levels

are; overall text structure, paragraph structure, sentence syntax structure and finally word structure.

Kroll (1990) hypothesized that giving L2 writers more time to write an essay may reduce cognitive load and increase mastery of any one, and possibly all, of the structural levels classified by Collins and Gentner (1980). However, when actually tested, Kroll (1990) found this not to be the case. She conducted a study to investigate whether or not allowing learners more time to write a text makes a difference in their written performance. Twenty-five English L2 undergraduate subjects (of particular relevance and importance to the present study these included Japanese subjects) wrote four essays each; two at home and two under time constraints during class time. The syntactic and holistic analysis of the one hundred essays led Kroll to comment,

> …it does not appear that additional time in and of itself leads to a sufficiently improved essay such that there is a statistical significance to the differences between class and home performance (Kroll, 1990, p. 150).

Kroll suggested that the lack of significant difference in giving students more time is perhaps due to learners' limited awareness of what effective writing actually entails and the processes of producing it as compared to competencies that native writers have. Therefore, although theories about the effects of extending time allocated to L2 writers have been put forward by those such as Sanders and Littlefield (1975) and initially Krashen (1981), according to Kroll's (1990) findings it can be seen that time does not significantly impact performance in writing an essay in L2. Thus in order to minimise confounding variables as well as for practical

reasons of taking up subject writers' time, the amount of time given for the tasks was kept constant in all experiments throughout the present study.

Taking into consideration the above theories and findings, subject writers in all three experiments in the present study were given time constraints for producing their plans and for writing their essays. Two pilot studies were carried out in the present study, which also provided data and findings that allowed a decision to be made on actual times allocated (see section 1.5.7.2). In all cases the times given were a limit of 10 minutes to produce a plan, followed by 35 minutes to write the final text essay in English. Both these time constraints were specifically outlined in the task instruction rubrics in each task prompt. As the task instruction rubrics were written in Japanese in all cases, all subject writers were clearly aware of the time constraints at the beginning of the task.

The decision to allocate significantly more time to the production of the final essay (35 minutes) compared to the more limited time allocated for producing the plan (10 minutes) was taken after considering the findings of the study by Roca de Larios et al (2008) on foreign language writers' strategic behaviour in the allocation of time to writing processes. They found that the temporal distribution allocated by L2 writers at three different L2 proficiencies heavily favoured the writing of the actual task over planning and other processes. Writing the essay, which included formulation and revision, averaging 78% to 87% of overall time for all three proficiencies. Whereas planning averaged 6% to 18% of time allocated by L2 writers and reading the prompt and task interpretation averaged 1% to 3%. The remaining few percentages of time were taken up by what by what Roca de Larios et al (2008) call "other process". Therefore for all the experiments in the present study, the amount of time allocated

to subject writers for writing the final essay is significantly more than the time allocated for producing a plan and was based on the findings of the study by Roca de Larios et al (2008). This balancing of time allocations was also confirmed during the pilot study to be sufficient to complete the task.

In addition the total time allocated for the tasks were convenient in terms of scheduling. This was particularly the case for experiment 1 because a lesson at LS School of English consisted of a 60 minute period. As the actual writing task took 45 minutes altogether (plan and essay) this allowed me 15 minutes to set up each task and give short verbal instructions before the task. Likewise for experiment 2 a typical lecture period at University N is 90 minutes, so the setting up of the task and the actual task itself could easily be conducted within a typical class timeframe. These were important considerations in obtaining permission to carry out the experiments and to cause the least amount of disruption for students and staff at both institutions. For experiment 3 there was more leeway with time as the subject writers, who were academics rather than students, volunteered their own time at their own choosing unbound by institutional considerations. Also the tasks were conducted with small numbers subject writers at a time rather than en masse as in experiments 1 and 2 (for more details see section 1.6.3). However, to keep variables as consistent as possible within all three experiments, the time given to subject writers in experiment 3 was the same as in experiments 1 and 2.

1.5.6 Questionnaires and interviews

As well as analysing data from the corpus of plan and essay texts produced by subject writers in all three experiments, further data for the present study was obtained utilising the elicitation techniques of surveys and interviews. Nunan (1992) suggests that elicitation techniques are frequently found in applied linguistics literature and are in fact the most common method of data collection. As explained in section 2.3 of module 2, the current study is multimodal and attempts to answer the research questions both quantitatively and qualitatively, and both statistically and hermeneutically. Therefore, it was felt there would be great merit in conducting some form of subject writer elicitation in the form of retrospective questionnaire surveys and limited group interviews in the current study to complement the data obtained from the main experimental writing tasks. The choice of employing retrospective elicitation techniques rather than those elicitation techniques that are undertaken when experimental participants are actually carrying out an L2 task, such as think-aloud or talk-aloud protocols, has been explained in some detail when discussing methodological issues in section 1.4.4.

The actual procedure of conducting collection of elicited data in the current study was as follows. After the completion of both the writing tasks of planning and essay composition, all subject writers in the three experiments were given two short questionnaires. The questionnaires were all in the Japanese language and can be seen along with English translations in appendices III, IV, V and VI. Following the questionnaires, some subject writers were randomly selected from each sample group and interviewed in small groups. Both questionnaires and interviews were virtually identical for all three experiments, any differences in the actual content or the procedural detail in which they were administered and

conducted for each of the three experiments will be outlined and explained in the sections 1.5.8 to 1.5.10 where relevant.

1.5.6.1 Demographic questionnaire

The aim of the first questionnaire (hencforth referred to as the demographic questionnaire) was to obtain background demographic information about the subject writers. In principal the results obtained were only for triangulation purposes in order to confirm participant subject writer background consistency and whether the subject writers' self-perception of their L2 English proficiency agrees with the proficiency level they were designated with by their language school or university placement test. For sample group C, as the subject writers were not students but rather established academics who had all published journal articles in English, and therefore could be supposed to be expert writers, the demographic questionnaire was important in obtaining their self perceived English language proficiency.

The varied nature of the three sample groups (academics as well as students) naturally meant that some of the questions in the demographic questions were different for each sample group. As far as possible the questions were kept consistent but those questions such as asking the subject writer about the reason they are *studying* English, while appropriate for students in sample groups A and B, were felt not to be appropriate, and possibly patronising, for the established academics in sample group C. However, the questionnaire mainly included questions that were suitable for subject writers from all three sample groups, such as how important they feel in particular the skill of English writing is for themselves. The information

gathered from this demographic questionnaire was not quantitatively analysed but rather it was used to allow for a better more rounded understanding of the background and motivations of the participant subject writers of each experiment. For examples of the demographic questionnaires used for each experiment, in Japanese and with English translations, see appendices III, IV and V. For the responses and results of the demographic questionnaires see section 1.3, and section 2.4.1.

1.5.6.2 Planning attitude questionnaire

The second questionnaire (henceforth referred to as the planning attitude questionnaire), based loosely on Akyel's (1994) questionnaire on planning attitudes of L1 Turkish student L2 writers, was specifically aimed at gathering information about four aspects. The first was about subject writers' experiences of formal instruction in writing essays in Japanese and English. The second was their attitudes and feelings towards planning prior to writing an essay in Japanese or English. The third was their opinions concerning what they focus on when they write an English essay and finally the fourth aspect was their perceptions of the effectiveness of planning in Japanese or English when writing an English essay in particular relation to the two topics they were asked to write about in the current study. The planning attitude questionnaire was made up of questions appropriate for all three sample groups, and therefore a uniform version was used in all three experiments. An example of the planning attitude questionnaire used in the experiment, in Japanese and with an English translation, can be seen in appendix VI. Unlike the demographic questionnaire the results of the planning attitude questionnaire are quantitatively analysed and discussed in the results and discussion

sections (see chapters 2 and 3). Also a tabulation of the responses can be seen in appendix XIX.

1.5.6.3 Group interviews

The data collected from the plan and final essay texts in all experiments was analysed statistically and holistically for frequency and collocation respectively. Hyland (2005) explains that these are very useful ways to provide descriptions of existing practice but are not ends in themselves. He explains in more detail,

> Although corpus analyses are excellent for raising awareness of uses, for telling us what writers do, to stop here runs the danger of reifying conventions rather than explaining them. What we can't do with corpora we must do in other ways, and interviewing is perhaps the most productive. (Hyland, 2005, p. 183)

Yet, Hyland (2005) goes on to say that even in interviews the interviewee's perspectives are not always fixed objects, but rather they are socially constructed and negotiated in the interaction with the interviewer who is usually the researcher. If that interviewer is from a different culture, as in the case of the present study, cross-cultural factors may influence the "meaning-constructing effects of the interaction" (p.185). However, as there is no way to directly access a subject writer's perception of their own cultural practices, interviewers must rely on what the interviewee tells them. This may at times lead to interviewee accounts that are suggestive of their experiences of situated activities and those they routinely engage in. Yet, Hyland (2005) goes on to posit that it is these accounts and explanations that are

essential for interpretative and explanatory analysis of texts, which in turn give explanation to some of the factors that possibly contribute to coherence and meaning. It can be seen then that even with various shortcomings, interviews still seem an effective way to comprehend and bring to the analysis an understanding of what L2 writers actually do when they write. Therefore, in addition to the data collected from the subject writers' plan and essay texts, as well as data from two questionnaires from each subject writer, limited post-task interviews were carried out in all three experiments.

Asking questions and getting answers from L2 English writers is not as easy as it seems. The problem of getting respondents willing to participate with interest and the extra time required is difficult in any study. In addition L2 English writers and speakers may find it difficult to formulate consciously their thoughts on their own writing practices, even more so to actually express them verbally. Obtaining interviews with subject writers from sample groups A and B (experiments 1 and 2) in particular required some forethought and planning, as they were L2 English students who may have felt threatened by requests of an interview. However, following Hyland's (2005) example, the offer of book vouchers to the participating students smoothed things over and worked well to persuade them to furnish some of their extra time. Interviews with subject writers from sample group C was a little easier as academics by and large need little encouragement to talk. As generally experienced and published researchers, they were able to provide information about their own writing practices more easily. Nevertheless, the difficulty of requesting additional time from their busy schedules was still a reality that had to be negotiated.

For each of the three experiments a group interview was carried out following a short break after the completion of the two questionnaires. In each of experiments 1 and 2, two subject writers were randomly chosen who had planned their essays in Japanese and two subject writers were randomly chosen who had planned their essays in English for the group interview. It was felt by conducting small group interviews as focus groups rather than individual interviews provided a more supportive environment with additional scaffolding. It was hoped this strategy of interviewing in small groups would stimulate participation and provide more input as well as encouragement, especially to student subject writers who may have less metadiscursive awareness. Myers (1998) suggests that the tensions between the interviewer's constraints and the interviewees' interactions directly stimulate the effectiveness of interviewed focus groups. Therefore, the interview groups were mixed in that they consisted of both those subject writers who had planned in Japanese as well as those who had planned in English. This was to encourage the interviewees to discuss, compare and bounce their ideas and practices off each other.

As well as strategic methodological reasons the time-consuming nature of conducting interviews meant that a group interview limited to four subject writers as a sample population was thought to be the most efficient method and least disruptive to subject writers in experiments 1 and 2 and also respectively for their language school and university schedules.

The interviews consisted of fairly open-ended questions based on the questions from both the demographic questionnaire and the planning attitude questionnaire as prompts and using the questionnaires themselves as an interview schedule. Following this type of interview schedule allowed a systematic way to cover the most important issues, but was not too rigid and

allowed for the possibility of interviewees to develop their own connections and ideas, while the aforementioned scaffolding and interview structure gave some direction to interviewees who were shy or reticent to offer their views.

The aim of the interviews was not to gather data for statistical analysis but rather to gain a deeper, more intimate and descriptive understanding of the attitudes and opinions of the subject writers about writing in L2 English with particular reference to planning and topic choices. This included the objective of exploring what the subject writers had tried to achieve with specific choices and obtain perspectives on these choices. Therefore the interviews were more heuristic and exploratory in nature and rather than test hypotheses definitively or emphatically answer the research questions they sought to discover and develop explanations.

The interviewees were also allowed to examine their plans and essay texts during the interview. This followed the practice of Odell, Goswami and Herrington's (1983) discourse-based interview procedure. They explain that allowing interviewees to respond to features in their own texts (or in the case of the present study, also those of the other subject writers in the group interview) helps make explicit the tacit knowledge and strategies that writers use when composing as well as allowing them to interpret their meanings, motivations and rhetorical effectiveness.

The interviews were carried out in Japanese although students were allowed to explain their answers in English if they wanted or felt they needed to. For experiment 3 a similar interview procedure was followed. The main difference this time was that two sets of interviews were carried out with two subject writers in each interview rather than one interview with four

subject writers. This was the only way to obtain the additional time and commitment required for interviewing sample group C subject writers (expert L2 English writing academics) in their invariably busy schedules. Additionally, in slight contrast from the interviews in experiment 1 and 2, the interviews with sample C subject writers in experiment 3 were carried out in a more conversational tone, due to the somewhat potential uneasiness of casting colleagues, faculty and research peers as interview subjects. Thus a more egalitarian approach of interaction was chosen with far less interviewer scaffolding and direction. The answers obtained from the interviews after each experiment are examined in the results and discussion sections (see chapters 2 and 3).

1.5.7 Pilot studies

Prior to conducting any of the three experiments, two pilot studies were carried out in order to confirm the feasibility of the experimental designs. As the three experiments would be conducted in the U.K. and Japan, countries on opposite ends of the globe, and therefore costly and inefficient to repeat due to reasons of design weaknesses or failures, it was imperative to test logistics and gather information before the actual experiments were carried out in order to improve their quality and efficiency. It was hoped the pilot studies would also reveal any deficiencies in the design of the proposed experiments and procedures so they could be addressed before time and resources were expended on the actual experiments. As all good research strategy requires careful planning, the two pilot studies conducted were part of this strategy for the present study.

The order in which the pilot studies and actual experiments were carried out was as follows. As I am based in Japan, the first pilot study was carried out in Japan at University N, after which I came to the U.K. and conducted the second pilot study. Several days later I conducted experiment 1 in London, at LS School of English. After that I returned to Japan and conducted experiment 2, followed by experiment 3. Therefore, as can be seen it was possible to conduct the two pilot studies, one each in Japan and the U.K., before any of the 3 actual experiments were carried out. For an outline of the chronology of pilot studies and actual experiments in the present study please refer to table 8 below.

TABLE 8. PROCEDURAL ORDER AND LOCATION OF PILOT STUDIES IN RELATION TO MAIN DATA COLLECTION EXPERIMENTS

1. Pilot study 1 in Japan (November 2009)
2. Pilot study 2 in the United Kingdom (December 2009)
3. Experiment 1 in the United Kingdom (December 2009)
4. Experiment 2 in Japan (January 2010)
5. Experiment 3 in Japan (March - April 2010)

The first pilot study was carried out in Japan with two Japanese university students (hence forth called pilot study 1 subject writers) who were students at University N. These two pilot study 1 subject writers were at the same proficiency level as the subject writers used in experiment 2, however they would not participate as actual subject writers for experiment 2. Preliminary writing task prompts were prepared for the pilot study 1 subject writers. Two tasks each consisting of a plan followed by an English essay were given. One pilot study 1 subject writer was asked to plan her two essays in Japanese and the other pilot study 1 subject

writer was asked to plan her two essays in English. Both tasks were carried out on the same day with a 15 minute break between the tasks.

On completion of these tasks both pilot study 1 subject writers were given an initial draft of the demographic questionnaire to obtain information about their background, followed by an initial draft of the planning attitude questionnaire to obtain information about their opinions and preferences for planning and writing in L2 English. The pilot study 1 subject writers were then individually interviewed in turn by myself. Then finally, after a short break, I sat with both subjects together and had an informal discussion about the tasks, any problems they had and any improvements they could suggest.

The second pilot study was carried out in London, several days prior to the main data collection for experiment 1. This pilot study, similar to pilot study 1, was carried out with two Japanese subjects (henceforth called pilot study 2 subject writers) who had until recently been students of the general English course at LS School of English. While at LS School of English both the pilot study 2 subject writers were at an upper-intermediate English proficiency level according to the placement test they took there and were therefore at a similar proficiency level to the subject writers of experiment 1. Similar preliminary writing task prompts used in pilot study 1 were used in this second pilot study. One of the pilot study 2 subject writers was asked to plan her two essays in Japanese and the other pilot study 2 subject writer was asked to plan his two essays in English. Again, similar to pilot study 1, both tasks were carried out on the same day with a 15 minute break between the tasks.

After completing all the writing tasks, both pilot study 2 subject writers were given the initial draft of the demographic questionnaire followed by the initial draft of the planning attitude questionnaire the same as in pilot study 1. Pilot study 2 subject writers were then interviewed individually by myself and again after a short break, I sat with both subjects together and had an informal discussion about the tasks, any problems they had and any improvements they could suggest.

Overall both pilot studies were carried out smoothly and all pilot study subject writers expressed a full understanding of the task prompts and what was required of them. However, they did make several significant suggestions in regards to time constraints, fatigue and the post-task questionnaires. Along with these findings the data collected from both pilot studies was useful in others ways too. The plans and essays produced in both pilot studies were used later on in the study as data to train and calibrate the raters on how to holistically score before they rated the main data collected in the actual experiments (see section 1.7.3).

It is interesting to note that the subject writers of both pilot studies in Japan and the U.K. raised very similar concerns and made very similar suggestions. It may be inferred by this high level of congruence that although the two sets of pilot study subject writers were in different situated contexts, mirroring the sample groups for experiments 1 and 2 respectively, that other possible confounding variables between the two sample groups such as age or English proficiency levels were in fact minimised. Indeed this may confirm the robustness of the external validity of variables between the experiments of the overall study and verify its design rectitude. This is an especially important point to corroborate for analyses stage two when both data from sample groups A and B are statistically and quantitatively compared.

Due to the overlapping nature of data collected in both pilot studies and similarity between concerns raised and suggestions made by pilot study subject writers in both pilot studies 1 and 2, the findings for both pilot studies and resulting modifications to experimental design are presented together in the following sections.

1.5.7.1 Pilot study task prompts

All pilot study subject writers agreed that the task prompts were clear and easily understood. One pilot study subject writer made the comment that having a title followed by a short explanation was particularly useful. All pilot study subject writers also commented that they appreciated having the task instruction rubrics in Japanese, as they felt more confident in knowing what the task required from them. In fact, they suggested that the verbal instructions delivered by myself, prior to starting the task, need not be as detailed as I had given because the instruction rubrics were explicit and sufficiently clear.

The pilot study subject writers also agreed that the topics for the essays were relevant to themselves without being too difficult and they were able to generate ideas for their plans and write their essays. One of the pilot study subject writers particularly welcomed being given a target reader for each essay as she felt this allowed her to focus her plans and essays better.

1.5.7.2 Pilot study time

One of the major changes made prior to the main data collection of the actual experiments that was a direct result of findings made in the pilot studies was the matter of time. In the pilot studies the time allocated for making the plan for each essay was 15 minutes and the time allocated for writing the final essay text was 30 minutes. However, three of the pilot study subject writers found that the initial time of 15 minutes given for planning each essay was excessive and that a time of 10 minutes would be sufficient and that the time given for writing each essay instead should be increased by 5 minutes to 35 minutes. Accordingly these changes were made to the tasks and prompts for the main data collection in the three actual experiments.

Another point made by the pilot study subject writers was that they felt some fatigue when making their second plan and writing their second essay. Although in both pilot studies the subject writers were given a 15 minute break after finishing writing their first essay and before starting to plan their second essay, they all commented that they felt tired while writing their second plans and essays. As a result of these comments it was decided that in the actual experiments the data would be collected over two days rather than on the same day. That is one plan and essay per day. Therefore, subject writers would be given sufficient time to rest and recuperate from writing their first plan and essay before having to write their second plan and essay the following day.

1.5.7.3 Pilot study questionnaires

Several changes to both questionnaires were made subsequent to suggestions given by pilot study subject writers. Initially all pilot study subject writers stressed the fact that after completing the writing tasks, the questionnaires should be as short as possible as they were all quite tired. Therefore, for the actual experiments the demographic questionnaire was shortened to only four questions asking for various periods of duration in months or years and three Likert scale questions on their perceived English proficiency and one open ended question asking reasons for studying English. The experiment 1 demographic questionnaire also had an additional two yes/no questions about whether they had studied English at university and if yes was it their major. These questions were not necessary for experiment 2, as the sample group would be made up of university students. See appendices II, IV and V.

Several questions that were felt to be somewhat redundant due to overlapping with questions in the planning attitude questionnaire or questions not directly relevant were also removed, such as asking the sex of the subject writers. This was done to make the demographic question shorter and easier to complete. The planning attitude questionnaire was also shortened, following the pilot studies, to only six questions with two of the questions having their Japanese wording modified to be less ambiguous and clearer to understand. Apart from the length, the pilot study subject writers did however endorse the fact that the questionnaires were in Japanese, which they believed alleviated some of the stress and fatigue of completing them.

1.5.8 Experiment 1 specific design details

The design for all three experiments was kept as uniform as possible, the variables too were kept as consistent as possible. This was to allow the data and results obtained in all three experiments to be compared and contrasted in stages two and three of analyses (see table 2). These homogenous aspects of the overall experimental design are presented in sections 1.5.1 to 1.5.7. In spite of this, some of the general experimental designs had to be modified for the individual experiments due to unavoidable factors such as the variance between sample groups subject writers' experiences, situations and circumstances. In the following section the experimental design aspects in particular regarding the writing tasks, including essay topics chosen, and accompanying task prompts for experiment 1 will be presented and discussed.

1.5.8.1 Experiment 1 writing task prompts

The basic reasons for overall design of the writing task prompt sheets used in all three experiments are described in section 1.5.1. However, the make up and wording of the essay questions (including the actual essay topic) and rubric glosses for each experiment were not the same and had some significant differences. The next section explains the specific design and reasoning for essay topic choice and the writing task prompts used in experiment 1.

1.5.8.2 Experiment 1 topic choice

In this section essay topic selections for experiment 1 are discussed in more detail. As outlined in section 1.5.2 the Japanese topic was the same for all three experiments. However, the English topic chosen for experiment 1 was by necessity somewhat distinct from the other two experiments due to sample group A subjects writers' (as with all the other sample groups subject writers) distinct experiences. Nevertheless, it should be remembered that the main purpose of being a topic related to, or experienced in English was the same in all three experiments. As sample group A was made up of Japanese students living and studying English in a private language school in London, U.K., the English related topic that was felt to be most suitable and chosen for experiment 1 was a topic asking the subject writers to write an essay describing their first week living and studying in the U.K. This topic would most certainly been experienced and topic knowledge acquired by the subject writers on the whole in English.

The time scale for this English topic is approximately the same as the Japanese topic, that of one week. This topic includes the difficulties of adapting to a new cultural and study environment when first confronted with having to use an L2 in an environment immersed in that language, in this case English. Knowledge of this topic was closely identified with sample group A subject writers' English language experience, as they must have had to actually use English in speech and listening on countless occasions in their first week in the U.K. Also at least two of their five senses, namely that of hearing and sight, must have been overwhelmingly experiencing English. That is to say the subject writers must have been listening to English while conversing with the people around them and listening to English at

school and from media such as television and radio, as well as overhearing English in countless other situations while living in the U.K. In regards to sight the subject writers would have been bombarded with written English all around them. For example school textbooks written exclusively in English, newspapers, magazines and books as well as street signs and shop signs. It was hoped that as no subject writer had been living in the U.K. for more than two years (confirmed by demographic questionnaire responses) that this topic would not be too difficult to recall and thus the cognitive demand of having to recall ideas or events in their distant memory would also not be high.

1.5.8.3 Experiment 1 essay questions and prompt rubrics

The reasons for using a rubric in the writing prompts and including glosses that explain the essay question in English are given in 1.5.4. The following sections outline and explain the essay questions and glosses for both Japanese and English topics is experiment 1.

1.5.8.3.1 Experiment 1 essay question and gloss for Japanese topic

The essay question for the Japanese related topic in experiment 1 was “Write an essay describing, “New Year’s celebrations in Japan (*Oshogatsu*)””. The subject writers were given a written gloss rubric in English to further explain this essay question as follows;

Imagine that you are writing to a British student friend who is planning to visit Japan. The student wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in the U.K.?

The essay question itself asks subject writers to "describe" Japanese New Year celebrations. However, so as not to limit the subject writers to a purely descriptive essay, the gloss rubric also allows for them to write comparatively and contrastively about how Japanese New year celebrations may be different from New Year's celebrations in the U.K. if they were familiar with them.

For the tasks to be as realistic as possible, this gloss for the Japanese topic in experiment 1 requested the subject writers to write to a British student about their experiences of *Oshogatsu.* The subject writers were asked to give the intended reader information about this festival as if the British student had no prior knowledge of it. The reason a student was chosen as the target audience was to present a reader who the subject writers could actualise and relate to in their writing. As the subject writers were students themselves, the choice of this audience was taken to give the subject writers a reader who would be thought of as a possible familiar peer, in terms of social standing and perhaps age. This is an important aspect to consider especially for Japanese subject writers where register and hierarchical modes are especially strong and are often a cause for L2 language anxiety when they feel they cannot achieve the correct register in their L2 (Baba, 1994; Swan, 2001). A "British" student was chosen so the subject writers could relate to the intended reader as an L2 speaker in a foreign country and therefore somewhat of a mirror of themselves. It is for these reasons that although *Oshogatsu* is used as the Japanese topic for all the sample groups in the three experiments, the intended reader, and therefore gloss, varies slightly for each sample group and experiment.

Please refer to section 1.5.9.2 and section 1.5.10.2, for comparisons and specific audiences given for the Japanese topic of *Oshogatsu* in experiments 2 and 3 respectively.

1.5.8.3.2 Experiment 1 essay question and gloss for English topic

The essay question for the English related topic in experiment 1 was "Write an essay describing, "My first week studying and living in the U.K."". This essay question was unique to experiment 1 for reasons outlined in section 1.5.2 and section 1.5.3. Sample group A subject writers were given a written gloss rubric in English to further explain this essay question as follows;

> *Imagine that you are writing to an English-speaking student friend. Write about experiences of your first week living and studying in the U.K., including what you did, how you felt and how it was different from Japan.*

The essay question itself asks subject writers to "describe" their first week studying and living in the U.K. However, so as not to limit the subject writers to a purely descriptive essay, the gloss rubric also encouraged them to write comparatively and contrastively about how their experiences and feelings differed from Japan.

Again for the tasks to be as realistic as possible, the gloss requested the subject writers to write to an English-speaking student friend about their experiences during their first week of studying and living in the U.K. The subject writers were asked to give the intended reader information about their experiences and feelings of studying English and life in general while

in the new situation of being immersed in the English language. The reason an English-speaking student friend was chosen as the target audience was similar to the choice of a student in the Japanese topic gloss, that of presenting an audience who the subject writers could relate to in their writing. Again the choice of this particular audience was taken to give the subject writers a reader who would a familiar peer, of similar age. As mentioned in the previous section this was an important consideration for Japanese writers.

For the Japanese topic essay a British student friend with little or no knowledge of *Oshogatsu*, thinking of visiting Japan was chosen as the target reader. Similarly for this English related topic the target reader chosen was a student friend thinking of coming to the U.K., with little or no previous knowledge, to study and live. Therefore, in this case the student friend was not specified as being British (the reason being the obvious unlikelihood of a British student coming to study English in a foreign language school in the U.K.) but was instead introduced as being "English-speaking". It was felt that if the audience was just presented as a "student friend" rather than "English-speaking student friend" many of the subject writers may assume that the audience was exclusively a Japanese friend and may possibly have been inclined to use some familiar Japanese phraseology in the final English essay. Therefore, it was believed by specifying a British student friend in the Japanese topic essay and an English-speaking student friend in the English related topic, a consistency between the two essay audiences was achieved and therefore a reduction of interfering variables and a safeguard of experimental validity.

1.5.9 Experiment 2 specific design details

As mentioned in the previous sections the design for all three experiments in the present study was kept as uniform as possible. The variables too were kept as consistent as possible. This was to allow the data and results obtained in the three experiments to be compared and contrasted in analyses in stage two and three. These homogenous aspects of the experimental design are covered in sections 1.5.1 to 1.5.7.

However, by necessity there were some differences in design specifics for each of the three experiments. Section 1.5.8 outlines design methodology used exclusively in experiment 1. In this section the experimental design aspects in particular regarding the writing tasks, including essay topics chosen, and accompanying task prompts for experiment 2 are presented and discussed in detail. It should be noted that care has been taken not to repeat explanations and details of those aspects of design and methodology that are uniform between experiment 1 and 2. However, where necessary in order to specifically point out differences between experiment 1 and 2 some aspects correlating to experiment 1 are reiterated to some extent, and it is earnestly hoped not repeated, to lighten the burden of what would otherwise be a excessively tiresome exercise of cross referencing for both reader and author.

1.5.9.1 Experiment 2 writing task prompts

Section 1.5.1 describes the overall design of the writing task prompt sheets used in all three experiments. However, the make up and wording of the essay questions (including the essay

topics) and rubric glosses for each experiment were not the same and had some significant differences. The following sections explain the specific design and reasoning for essay topic choice and the writing task prompts used specifically in experiment 2

1.5.9.2 Experiment 2 topic choice

The essay topic selections for experiment 2 will be discussed in more detail in this section. As outlined in section 1.5.2 the Japanese topic was the same for all three experiments. However, the subject writers in sample group B studying English in a Japanese university could not be given an English topic asking them to write about their first week living and studying in the U.K (as in experiment 1), because their English experience, situational contexts and contact with English were different. Yet, both English topics for experiments 1 and 2 (and indeed experiment 3) still had to be as similar as reasonably possible and had to be topics the subject writers experienced in English. This was particularly necessary to allow meaningful comparisons of the results from all three experiments to be made.

The English related topic that was felt to be most suitable for experiment 2 (and still relatable to the English topic chosen for experiments 1 and 3) was a topic asking the subject writers to write an essay describing their first week studying in the Department of English Communication of their university. This topic would most certainly have been experienced and topic knowledge acquired by the subject writers on the whole in English. As described in section 1.3.4, subject writers in sample group B were all studying at the DEC at University N. In this department there are over twenty foreign native L1 English lecturers and professors

who teach all their classes exclusively in English. The student's first week orientation is also conducted in English. It should be noted that the vast majority of Japanese high schools have L1 Japanese teachers of English and Japanese is extensively used in the English classroom. In contrast very little, if at all any, Japanese is used with the students in their first week at the DEC at University N. Therefore the students are on the whole immersed in the English language in a way they most likely have not experienced before while living in Japan.

The time scale of one week for this English topic is approximately the same as the Japanese topic, and is also similar in time scale to the English topic chosen for experiment 1. This topic involves adapting to a new linguistic and study environment when first having to use L2 English in an environment immersed in English. Knowledge of this topic was closely identified with sample group B subject writers' English language experience, as they must have had to actually use English in speech and listening on countless occasions in their first week at the DEC in University N. Very few of the lecturers and professors they met in their first week had Japanese language ability. Even if they did, the university has in place a policy, which strongly discourages any use of Japanese by the faculty with students. Therefore, all the students would have experienced all their classes, orientations and interactions with the faculty in their first week, in English.

It is acknowledged that the English language immersion of the subject writers in sample group B may have not been as "total" as the English language immersion experienced by subject writers in sample group A living in the U.K. For example when the sample group B subjects writers left their university in the evening most of their interactions probably reverted back to Japanese, whereas sample group A subject writers probably still had to negotiate their

lives (shopping, travelling, media etc,) in English. However, to minimise this discrepancy the English topic choice essay question for sample group B, experiment 2, specifically asks subject writers to write an essay only about their first week "studying" at the DEC. Whereas the for sample group A, experiment 1, the essay question asks them to write about their first week "living" and "studying" in the U.K.

The DEC in University N, specifically aims by design to immerse students in English from their first week at the university. Therefore, similar to subject writers in experiment 1, sample group B subject writers would have extensively experienced English via their senses of sight and hearing during their first week. This would be a new and novel experience for subject writers in experiment 2. The subject writers must have been listening to English while conversing with the people around them and listening to English at the university in classes and beyond. The DEC operates in a separate language centre building and is at a distance from the other faculties at the university. This building is quite self sufficient from the rest of the campus. In line with the policy to immerse students in English most signs are in English only. The main lobby area, which also serves as a place where most students gather, also has several televisions that are constantly tuned into the exclusively English BBC world channel and CNN international channel. The textbooks used in seminar classes and lectures are also exclusively English without any Japanese (unlike the students' high school textbooks). The self-access centre that students at the DEC are strongly encouraged to visit (and invariably most students do utilise especially in their first week at the university) has extensive English language resources in the form of newspapers, magazines, books and audio-visual material such as CDs and DVDs. Therefore along with hearing English the sense of sight would also be extensively experiencing English.

Again similar to experiment 1 it was hoped that as the subject writers were all third year students, this English related topic choice of their first week at the DEC would have been just over two years prior to the experiment. Thus this topic would not be too difficult to recall and therefore the cognitive demand of having to recall ideas or events in their distant memory in order to plan and write an essay would also not be high.

1.5.9.3 Experiment 2 essay questions and prompt rubrics

The reasons for using a rubric in the writing prompts and including glosses that explain the essay question in English are given in section 1.5.4. The following sections outline and explain the essay questions and glosses for both Japanese and English topics used in experiment 2.

1.5.9.3.1 Experiment 2 essay question and gloss for Japanese topic

The essay question for the Japanese related topic in experiment 2 was "Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)"". The subject writers were given a written gloss rubric in English to further explain this essay question as follows;

> *Imagine that you are writing to a foreign student friend who is planning to visit Japan. The student wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in their country.*

The essay question itself asks subject writers to "describe" Japanese New Year celebrations. But in order not to limit the subject writers to a descriptive essay only, the gloss rubric also allows for them to write comparatively and contrastively about how *Oshogatsu* may be different from New Year's celebrations in a foreign student's country if they were familiar with them.

A difference to note is that in experiment 1 the intended audience was a British student friend. The reason a "British" student friend was chosen was so that the subject writers in experiment 1, living and studying in the U.K., could relate to the intended reader as a L2 speaker in a foreign country as a mirror of themselves. The reason of presenting an audience who the subject writers could actualise and relate to in their writing still holds true for experiment 2. However, as the subject writers from sample group B are students in Japan who have not necessarily lived in the U.K. and may or may not possess or have knowledge of British student friends or British New Year's celebrations the target audience was instead presented as a "foreign" student friend. Therefore, the primary aim of subject writers accessing topic knowledge about Japanese New Year is still uniform for both experiments 1 and 2, yet allows both sample group subject writers to relate to their target audience as non-Japanese students.

As the subject writers were students themselves, the choice of a student as an audience was taken to give the subject writers in experiment 2 a reader who would be a possible peer, in terms of social standing and age. This is an important aspect to consider as covered in more detail in section 1.5.8.4.1.

1.5.9.3.2 Experiment 2 essay question and gloss for English topic

The essay question for the English related topic was "Write an essay describing, 'My first week studying at the Department of English Communication'". This essay question was unique to experiment 2 for reasons outlined in section 1.5.2 and section 1.5.3. The subject writers were given a written gloss rubric in English to further explain this essay question as follows;

> *Imagine that you are writing to an English-speaking student friend planning to study in your University. Write about experiences of your first week studying at the Department of English Communication, including what you did, how you felt and how it was different from studying at a Japanese high school?*

The essay question itself asks subject writers in experiment 2 to "describe" their first week studying in the DEC of their university. However, so as not to limit the subject writers to a purely descriptive essay, the gloss rubric also encouraged them to write comparatively and contrastively about how their experiences and feelings differed from studying at a Japanese high school.

In order for the tasks to be as realistic as possible, the gloss required the subject writers to write to an English-speaking student friend who was planning to study at the DEC in their university. The subject writers were specifically requested to write about their first week of studying in the DEC. They were asked to give the intended reader information about their experiences and feelings of studying English while in the new situation of being immersed in the English language at the DEC. The reason an English-speaking student friend was chosen

as the intended target audience was similar to the choice of a student friend in the Japanese topic gloss, that of presenting an audience who the subject writers could relate to in their writing. Echoing experiment 1 and similarly the target reader choice for the Japanese topic in this experiment, the choice of this particular audience for the English topic was again taken to give the subject writers a reader who would be thought of as a peer with a similar social standing and age (for importance of this, see section 1.5.8.4.1)

For the Japanese topic essay in experiment 1 a British student friend, and in this experiment 2 a foreign non-Japanese student friend with little or no knowledge of Japanese New year, both of whom thinking of visiting Japan were chosen respectively as the Japanese topic target reader audience. Similarly in experiment 2 for the English related topic the target reader audience chosen was a student friend with little or no previous knowledge, planning to come and study in DEC. The student friend was not specified, or limited to, being British because of the obvious unlikelihood of a British student coming to study English in a Japanese university and also the likely unfamiliarity sample group B subjects writers had with British friends. Instead the student friend is introduced as being “English-speaking”, in other words a non-Japanese L2 English speaker. It was felt that if the audience was just presented as a “student friend” rather than “English-speaking student friend” many of the subject writers may assume that that the audience was exclusively a Japanese friend and may possibly have been inclined to use some familiar Japanese phraseology in the final English essay. Therefore in experiment 2, by specifying a foreign student friend in the Japanese topic essay and an English-speaking student friend in the English related topic, a consistency between the two essay audiences was achieved and therefore a reduction of interfering variables.

1.5.10 Experiment 3 specific design details

Experiment 3 is the least uniform experiment in the current overall study when compared to experiments 1 and 2. The main reason for this is that sample group C in this experiment is more varied than the sample groups used in experiments 1 and 2. For a start the number of participant subject writers in sample group C is smaller and are of more varied ages. They are also not students as in sample groups A and B but rather academic teachers and researchers of various subjects working in universities in Japan. Therefore, the experimental design although very similar in terms of determining the types of data collected, was by necessity different in other aspects, not least of all due to the constraints that the subject writers in sample group C presented especially in data collection procedures.

In spite of this, the design for experiments 3 was kept as close and uniform as possible with those of experiments 1 and 2. The variables too were kept as consistent as much as possible also to allow meaningful comparisons to be made in stage three analyses (see table 2). The general experimental designs that had to be modified for experiment 3 due to unavoidable factors such as the different experiences, situations and circumstances of subject writers in sample group C are detailed in the following sections. This includes the experimental design aspects in particular regarding the writing tasks, including essay topics chosen, and accompanying task prompts specific to experiment 3.

As with the section outlining specific design details for experiment 2, care has been taken not to repeat explanations and details of those aspects of design and methodology that are uniform between experiment 3 and experiments 1 and 2. However, where necessary in order to

specifically point out differences between the experiments (and related *similarities*) some aspects correlating to experiment 1 and 2 are reiterated in careful moderation, rather than what might seem at first glance repeated, to minimize cross referencing for both reader and author.

1.5.10.1 Experiment 3 writing task prompts

In terms of layout, the writing task prompt sheets used in experiment 3 are similar to those used in experiment 1 and 2, explained in section 1.5.1. They included an essay question in English and a two-part rubric. Even though all three experiments used writing task prompt sheets with these elements, the make up of these elements including the wording of the essay questions and the essay topic as well as the rubric glosses for each experiment was not the same and had some major differences. The following sections explain the specific design reasons for essay topic choice as well as the actual writing task prompts used in experiment 3.

1.5.10.2 Experiment 3 topic choice

The essay topics chosen for experiment 3 were slightly different from experiments 1 and 2 and are discussed in more detail in this section. Both Japanese and English related topic choices were sought from sample group C subject writers' own experiences. Since sample group C subject writers' experiences of English, situational contexts and contact with English were quite distinct and more varied when compared to those of subject writers in experiments

1 and 2, the English topic in particular was altered to accommodate this. However, where possible the topics were kept the same for all three experiments. Consequently the Japanese topic for experiment 3 was the same Japanese topic chosen for experiments 1 and 2 (see section 1.5.2).

The English related topic that was felt to be most suitable for experiment 3 (and still relatable to the English topics chosen for experiments 1 and 2) was a topic asking the sample group C subject writers to write an essay describing their first week living in an English-speaking country. All of the subject writers had at some point in their lives lived in an Anglophone country (although not necessarily the U.K. as sample group A subject writers) for at least six months either studying, teaching or conducting research. It was hoped that this topic would most certainly have been experienced, and topic knowledge acquired by the subject writers, in English.

The time scale of one week for this English topic is the same as the Japanese topic and the English topics chosen for experiments 1 and 2. This topic is in fact very similar to the topic chosen for experiment 1 without the restrictions of being about the U.K. or being a student. Similar to the English topics chosen for experiments 1 and 2, this English topic chosen for experiment 3 includes the difficulties of adapting to a new cultural and linguistic environment when first having to use L2 English in an environment immersed in English.

Knowledge of this topic was closely identified with sample group C subject writers' English language experience, as they must have had to actually use English in speech and listening on many occasions in their first week living in an Anglophone country. The subject writers of

sample group C while living in an English-speaking country must have been listening to English while conversing with the people around them. They must also have listened to English in their everyday life while studying, teaching or conducting research and from media such as television and radio. Their sense of sight would also have experienced numerous instances of written English all around them. It was hoped with all these experiences it would not be too difficult for the subject writers to plan and produce an essay recalling their memories, experienced in English, of first living in an Anglophone country.

1.5.10.3 Experiment 3 essay questions and prompt rubrics

The reasons for using a rubric in the writing prompts and including glosses that explain the essay question in English are given in section 1.5.4. The following sections outline and explain the essay questions and glosses for both Japanese and English topics is experiment 3.

1.5.10.3.1 Experiment 3 essay question and gloss for Japanese topic

The essay question for the Japanese related topic in experiment 3 was "Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)"". The subject writers were given a written gloss rubric in English to further explain this essay question as follows;

> *Imagine that you are writing to a foreign friend who is planning to visit Japan. The friend wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in their country?*

The essay question itself asks subject writers to "describe" Japanese New Year celebrations. But in order not to limit the subject writers to a descriptive essay only, the gloss rubric also allows for them to write comparatively and contrastively about how *Oshogatsu* may be different from New Year's celebrations in the foreign friend's country if they were familiar with them.

The topic of *Oshogatsu*, is the same Japanese related topic used in both experiments 1 and 2. However, the gloss explaining details of the topic had to be adapted specifically for experiment 3. As with experiments 1 and 2 a target audience was presented to allow the subject writers to actualise and relate to in their writing. However, as the subject writers in sample group C were not students the intended target audience of a student was not given as in experiments 1 and 2. Instead, the intended target reader is simply presented as a friend. It was hoped that the choice of this audience gave the subject writers a reader who would be thought of as peer, in terms of social standing and age. The importance of this has been discussed in section 1.5.8.4.1.

In experiment 3 the intended target reader was not just described as a friend, but rather a "foreign" friend. This was to negate any possible confusion that the target reader was Japanese and was already familiar with *Oshogatsu*. All the subject writers in sample group C had experiences of living outside Japan and even in Japan they all worked in environments where they had contact with non-Japanese colleagues. Therefore, the idea of writing to a "foreign" friend was a realistic possibility and made the writing task credible. The gloss not only specifically asks the subject writers to give details about *Oshogatsu* but also how it may differ from other countries' New Year celebrations.

Although the target audiences for the Japanese related topic in all three experiments were slightly varied, the chief aim of allowing subject writers to access topic knowledge experienced in Japanese about *Oshogatsu* was still consistent for experiments 1, 2 and 3. By adapting the target audience for each sample group, the subject writers in each experiment could still relate to their target audience as non-Japanese readers.

1.5.10.3.2 Experiment 3 essay question and gloss for English topic

The essay question for the English related topic in experiment 3 was "Write an essay describing, 'My first week living in an English-speaking country'". This essay question was unique to experiment 3 for reasons outlined in section 1.5.2 and section 1.5.3. The sample group C subject writers were given a written gloss rubric in English to further explain this essay question as follows;

> *Imagine that you are writing to an English-speaking friend planning to visit the English-speaking country you lived in. Write about experiences of your first week living, studying or working in an English-speaking country, including what you did, how you felt and how it was different from Japan?*

The essay question itself asks subject writers to "describe" their first week living in an English-speaking country. However, so as not to limit the subject writers to a purely descriptive essay, the gloss rubric also encouraged them to write comparatively and contrastively about how their experiences and feelings differed from Japan.

In order to keep the writing task as realistic as possible, the gloss asked the subject writers to write to an English-speaking friend about their experiences during their first week in the Anglophone country they specifically lived in. The subject writers were requested to give the target reader information about their feelings of life in general while being in the new situation of being totally immersed in the English language. The subject writers in sample group C had varying experiences of studying, teaching or conducting research while living in an Anglophone country and the gloss allows for them to write about any of these experiences relevant to themselves. This was slightly different from the glosses for the English topic used in experiments 1 and 2 where the sample groups subject writers had more uniform English related experiences in particular of studying English language in an English immersed environment.

The reason a "friend" was chosen as the intended target audience was similar to the choice of a friend in the Japanese topic gloss for this experiment. The subject writers were given an audience they could relate to in their writing. A friend would be a reader who would be thought of as a possible familiar peer, in terms of social standing and age. As mentioned in previous sections, this is an important consideration for Japanese subject writers.

The intended target reader was specified as an "English-speaking" friend for the obvious reason that the essay the subject writers would be required to write was in English. However the nationality of the intended target reader was not specified, only that they could understand English. By specifying an "English-speaking friend" rather than just a friend alone, it was hoped that the subject writers would use English explicitly when writing their essays and not use any unnecessary Japanese vocabulary even if they thought the friend they were writing to

could understand Japanese. This of course does not affect or limit the use of Japanese for those subject writers planning in Japanese, only their final product English essays.

Adapting the essay question glosses of each topic for each of the three experiments, allowed sample writers from each of the three sample groups to focus their plans and essays for familiar target readers about experiences relevant to themselves. In spite of these slight variations, the overall goal of getting subject writers in all three experiments to recall memories respectively about Japanese related and English related experiences was achieved. Choosing closely related topics for all three experiments allowed for a consistency, between the three experiments, of the overall goal and therefore for a reduction, and indeed minimisation, of confounding experimental variables. This in turn permits the results of all three experiments to be meaningfully compared, contrasted and analysed with each other.

1.6 Data collection procedures

In this chapter I will, in turn, outline the manner in which the three experiments were conducted and the procedures that were undertaken to collect the data. This includes data from the writing tasks, questionnaires and interviews.

In all three experiments there were some similarities with the data collection procedure due to the resemblance in experimental designs. However, as the sample groups vary, as well as the contexts and environments, the data collection procedures of all three experiments are presented extensively wholesale for each experiment, and to some extent independently from

each other. The main reason for this is to minimise the complex explanation and presentation of data collection for three related yet procedurally and logistically dissimilar experiments within the overall present study which if presented all together would be quite confusing. It is hoped that presenting the data collection for each experiment in this way will allow each set of procedures to be read collectively or independently without any chronological reading constraints. That being said some similarities to, and differences from, each experiment will be mentioned when pertinent. However, it is hoped that the data collection procedures of each experiment can be read discretely without the need to excessively cross- reference the data collection procedures of the other two experiments in the overall study. Therefore, great effort has been made to minimise tiresome repetition, but naturally owing to the inter-related nature of the three experiments there may be some instances of reverberation, although it is hoped these will also serve as a reiteration for aspects consistent in and to the overall study.

1.6.1 Data collection procedures for experiment 1

The main task (plans and essays) and introspective data (questionnaires and interviews) for experiment 1, which investigated sample group A, was collected at LS School of English, in London, U.K. Forty-two Japanese upper-intermediate students enrolled in the general English course initially participated in experiment 1 as subject writers. All subject writers were randomly assigned to one of two treatment groups. It was hoped that the first treatment group made up of twenty-one subject writers would, over the course of two days, write two essays in English, both based on Japanese plans, and the second treatment group of twenty-one subject writers would also write two essays in English, however both the plans for this second group

would be in English. Unfortunately for the second day of the experiment two student subject writers were absent. In spite of this, the experiment was not adversely affected; as fortune would have it, one student from each of the two randomly assigned treatment groups was absent. Data from the two subject writers who just attended day one of the experiment was discarded and therefore overall this experiment only consisted of data which was collected over two days from forty Japanese upper-intermediate L2 English subject writers, divided into two randomly assigned treatment groups made up of twenty subject writers each.

Permission was given by the school and obtained from the students themselves to conduct the experiment during two late afternoon class periods over two consecutive days. All the subject writers were enrolled in only morning and early afternoon classes. Therefore, the experiment did not infringe on any of the subject writers' regular classes. The late afternoon class periods used for the experiment were 60 minutes long, which was the same length of time of the subject writers' regular course class periods. It was hoped by using these class periods an authentic classroom L2 writing situation (in terms of length and subject writer convenience) would be achieved during the experiment.

During day 1 of the experiment the forty-two subject writers were randomly assigned to one of two treatment groups. The subject writers were asked to remember the group they were assigned to, as they would be in the same group the following day. I myself also made a note of which treatment group the subject writers had been randomly assigned to. The subject writers were then asked to remain in the classroom if they had been randomly assigned to treatment group 1 or to move to the adjacent classroom if they had been randomly assigned to treatment group 2. The two treatment groups were divided into two classrooms in order to

make the distribution of the separate essay prompts and delivery of verbal instructions more efficient.

All subject writers in treatment group 1 were each then given a task prompt sheet asking them to plan on essay about *Oshogatsu*, for 10 minutes in Japanese. After which they would have 35 minutes to write their actual essay in English. Likewise all subject writers in treatment group 2 were also given a task prompt sheet asking them to plan on essay about *Oshogatsu*, for 10 minutes. However, unlike treatment group 1 they were required to make their plan in English. After which they too would have 35 minutes to write their actual essay in English. See appendix VII for the prompts given to both treatment groups in experiment 1.

In addition to the essay prompt sheet, each subject writer was given two further blank sheets of paper, a coloured sheet of paper for their plan and another regular sheet of paper for their essay. All subject writers were allowed to read their essay task prompts, after which I verbally repeated the task instructions separately to the two treatment groups to make sure the subject writers knew exactly what they were required to do before they started. All subject writers were also told that they could request additional blank paper for their plans or essays if they required it. In order to keep the tasks realistic as possible, the subject writers were allowed to use their own dictionaries if they wished to do so.

Once the subject writers began to make their plans, I briefly monitored to see that they were indeed planning in the language they were required to do so according to their assigned treatment group. After the designated time of 10 minutes for the plan and 35 minutes for the essay was completed, all sheets of papers were collected from the subject writers. At the time

the sheets of paper were collected they were also stapled together to keep the essay task prompt, plan and essay of each individual subject writer bound together.

Initially early on in the development stages of this experiment it was envisaged that the subjects would plan and write the second essay on the same day following a short break after writing their first essay. However, findings in the pilot studies suggested that this would be too tiring for the subject writers and fatigue may be an inhibiting factor that could affect data and results for the second essay. Therefore, accordingly, the subject writers planned and wrote their second essay at the same time during a late class period the following day.

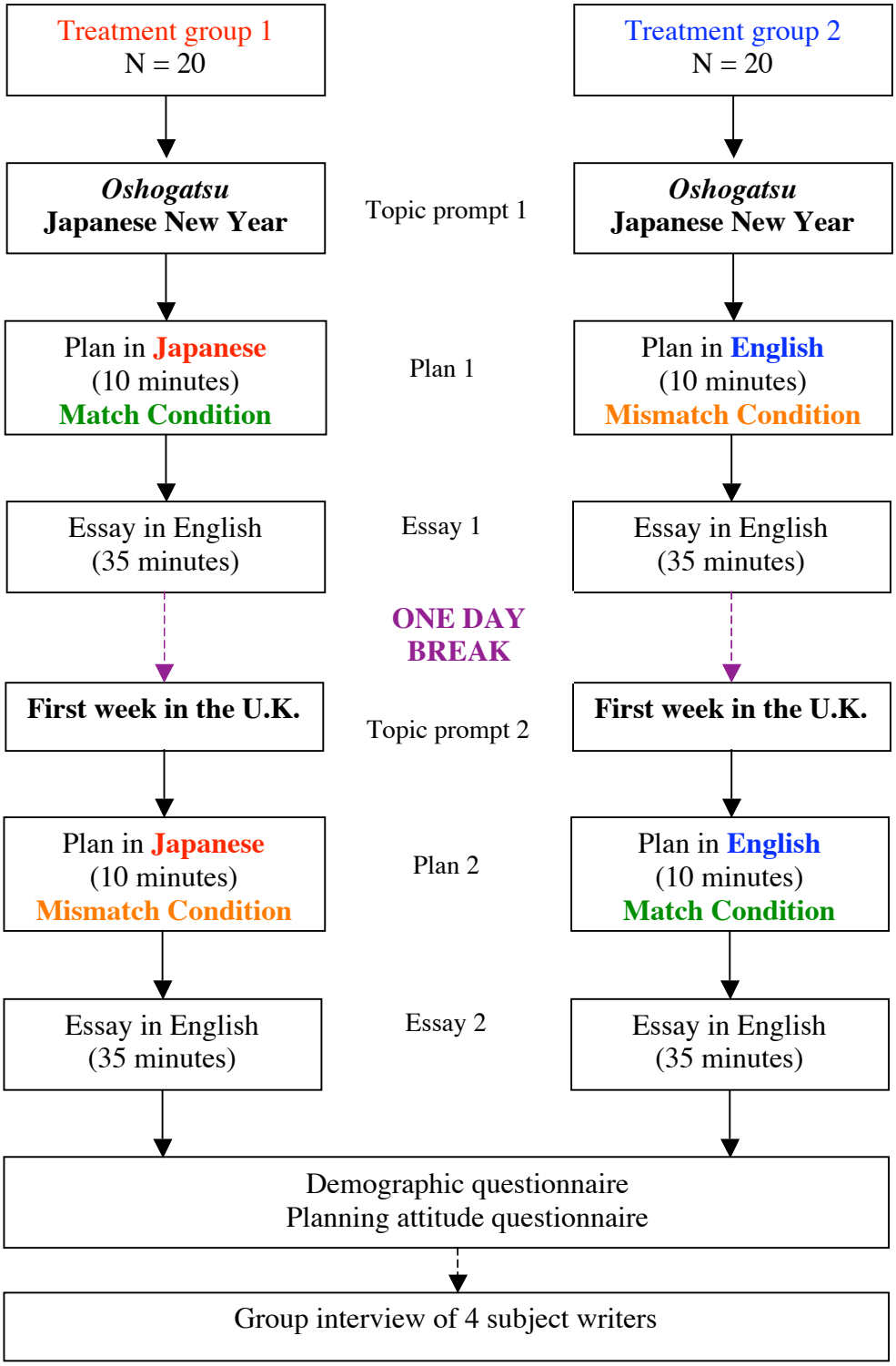
On day two, not withstanding the aforementioned two absentees, all the subject writers were kept in the same randomly assigned treatment groups from the previous day. After the subject writers had once again been divided into two classrooms, the experiment was conducted in a similar manner as the previous day for the first plan and essay. The major difference was the essay topic. The prompts this time asked both treatment groups to write about their first week studying and living in the U.K. However, just as the previous day, treatment group 1 again planned their essays in Japanese and treatment group 2 again planned their essays in English.

As can be seen in figure 1, on day one treatment group 1 planned their first essay in the match condition (Japanese plan about Japanese related topic) and on day two their second essay in the mismatch condition (Japanese plan about English related topic). Conversely, on day one treatment group 2 planned their first essay in the mismatch condition (English plan about Japanese related topic) and on day two their second essay in the match condition (English plan about English related topic).

It may be wondered why I chose to divide the treatment group tasks in this rather complicated fashion and did not simply divide the treatment groups by topic (i.e. treatment group 1 write both their essays about *Oshogatsu*, just changing the language of planning for each of the two essays, and treatment group 2 write their essays about their first week in the U.K, just changing the language of planning for each of the two essays). The reason is that if this method of dividing the treatment groups were followed it is assumed that all subject writers would have an unfair advantage in planning and writing their second essay as, owing to it being the same topic, they would already have recalled many topic points and memories during the planning and writing of their first essay.

Similarly there was a high possibility that many of the subject writers from the two differing treatment groups were friends and were likely to discuss and share ideas about what they wrote in their first essay during the intervening break time of a day between the first and second essay task. Therefore, all subject writers from both treatment groups were given the same topic on the first day regardless of which language they planned in, so as not to affect the performance of their idea generation during the second essay task the following day. This means, as can be seen in figure 1, that the essay tasks for both treatment groups as a whole were not divided by conditions of match and mismatch on day one and day two respectively but rather by topic. Regardless of this, by the end of the experiment the outcome was that I was able to collect eighty English essays along with forty plans in English and forty plans in Japanese.

FIGURE 1. Experiment 1 Data Collection - Japanese students in the United Kingdom



After the subject writers had completed both plan and essay task on the second day of the experiment, they were all requested to fill in a demographic questionnaire followed by a planning attitude questionnaire (see section 1.5.3 and appendices III and VI for details).

Finally two subject writers were randomly chosen who had planned their essays in Japanese, and two other subject writers were randomly chosen who had planned their essays in English for a group interview. All other subject writers were dismissed and the four randomly chosen subject writers were allowed a short break to rest before a group interview was conducted. The interviewee subject writers' permissions were obtained to make an audio recording of the interview. The group interview was carried out in a relaxed and informal atmosphere in the Japanese language, although interviewee subject writers were allowed to use English when and if they felt they needed or wanted to. The questions were fairly open-ended and were based on the questions from both the demographic questionnaire and the planning attitude questionnaire. The questionnaire questions were used as prompts and the order of the questionnaire questions was used as an interview schedule. The interviewee subject writers were encouraged to express their personal opinions and experiences as well as discuss their answers with their fellow interviewees. The group interview was completed in less than 40 minutes.

In total after the two days of data collection I had obtained eighty essay plans. Forty of the plans were in Japanese and the other forty were in English. Out of the same eighty essay plans, forty plans were matched in regards to the language they were written in and the essay topic. The other forty were language and essay topic mismatched. Along with these eighty plans I also acquired the corresponding eighty resultant English essays written with the aid of

those plans. I also had collected forty completed demographic questionnaires and forty completed planning attitude questionnaires, as well as an audio recording and handwritten notes from the post-task group interview of four subject writers.

1.6.2 Data collection procedures for experiment 2

Experiment 2 investigated sample group B. The main task data and introspective data were collected at the language centre of the Department of English Communication, at University N in Japan. Forty Japanese students enrolled in the third year of the English language major Bachelor of Arts degree at the DEC participated in experiment 2 as subject writers. All forty students were at an upper-intermediate English proficiency level.

As a component of their study all the subject writers in the experiment were enrolled in an English language skills module, which includes writing. The experimental tasks were carried out for each student subject writer of this module as part of their regular scheduled classes. Permission was given by the university and obtained from the students themselves to conduct the experiment as a skills task during two lecture periods over two consecutive days. Two classes of twenty students each were used for the experiment. Both classes had the same teachers and were not streamed in any way. Therefore, the composition of students for both classes was very even. The two classes were not kept intact for the experiment and the subject writers were individually randomly assigned to two treatment groups (plan in Japanese or plan in English) regardless of which of the two classes they were members of. So although the forty subject writers in this experiment were made up of two classes, because of

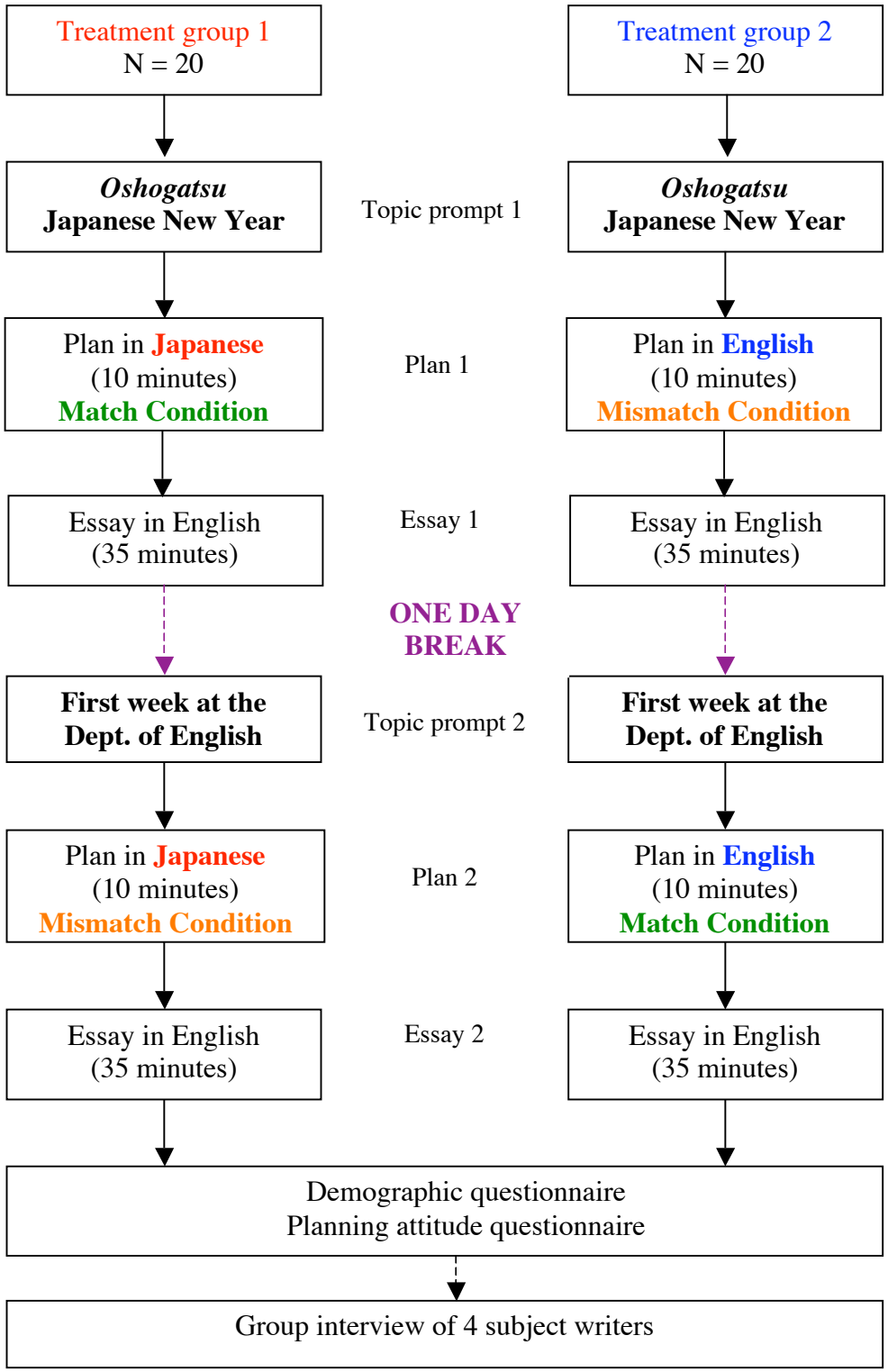
shared uniformity of age, proficiency level, study syllabi and teacher they can be thought of as one large group of upper-intermediate students studying English in a Japanese university.

Each lecture period was 90 minutes long. This gave plenty of time to set up and conduct the experimental tasks within regular scheduled lecture periods. It was hoped by using these class lecture periods to conduct the experiment an authentic classroom L2 writing situation in terms of length, atmosphere and subject writer convenience would be achieved. The subject writers were asked to remember the treatment group they were assigned to, as they would be in the same group the following day. I myself also made a note of which group the subject writers had been randomly assigned to. Unlike experiment 1 the subject writers all remained in the same classroom regardless of which treatment group they had been randomly assigned to. This was in order to minimise disruption for the subject writers and university as the experiment was carried out in regular scheduled lecture periods. However, the two treatment groups were asked to sit in different halves of the lecture classroom. This was done in order to facilitate the distribution of the separate essay prompts and to make the delivery of verbal instructions more efficient.

The actual procedure was similar to experiment 1 (see section 1.6.1). On day one treatment group 1 wrote their plans about *Oshogatsu* in Japanese for 10 minutes followed by their English essays for 35 minutes. Treatment group 2 did the same but planned in English. See appendix VIII for the prompts given to the two treatment groups in experiment 2. Unlike experiment 1, all forty subject writers who took part in day 1 of experiment 2 also took part in day 2. This can in part be attributed to experiment 2 being conducted during regular scheduled lecture class periods and the strict attendance policy that is in place at University N.

On day two all the subject writers were kept in the same randomly assigned treatment groups from the previous day. The experiment was conducted in a similar manner as the day one. However, the prompts this time asked both treatment groups to write about their first week studying at the DEC at University N. Just as on day one, treatment group 1 again planned their essays in Japanese and treatment group 2 again planned their essays in English. See figure 2 below. The reasons for conducting the treatment group tasks in this way are described in some detail in section 1.6.1.

FIGURE 2. Experiment 2 Data Collection - Japanese students in a Japanese university



On the second day of the experiment when the subject writers had completed both plan and essay tasks, they were all asked to complete the demographic questionnaire followed by the planning attitude questionnaire. See appendices IV and VI for questionnaires used in experiment 2. After all the questionnaires had been completed and collected, a group interview was conducted and completed in approximately 30 minutes during the university lunch break period. The procedure was the same as in experiment 1 (see section 1.6.1).

Similar to experiment 1, although the details of the data collection were somewhat different, the outcome for experiment 2 was that after the two days of data collection I had obtained eighty essay plans. Forty Japanese plans and forty English plans. Out of the eighty essay plans, forty plans were in the matched condition and the other forty were mismatched. Along with the eighty plans I also acquired the corresponding eighty English essays written using those plans. I had also collected forty demographic questionnaires and forty planning attitude questionnaires, as well as an audio recording and handwritten notes from the post-task group interview of four sample group B subject writers.

1.6.3 Data collection procedures for experiment 3

The main task data and introspective data for experiment 3, which investigated sample group C (L1 Japanese "expert" writers of L2 English "anchored" in Japan) was not collected in the same manner as in experiments 1 and 2. For experiments 1 and 2 the actual data was collected within a two-day period for each experiment. This was possible as the experiments were conducted with fairly homogenous groups of subject writers present in the same physical and

temporal environment (a single language school in the U.K. and a single university in Japan). On the other hand the subject writers in sample group C were members of faculties in three different universities in Japan and had varying commitments and schedules which made it impossible to conduct the data collection for experiment 3 in one physical place at the same time.

Three rounds of data collection were carried out for experiment 3. I visited the three universities the subject writers worked at consecutively and conducted the experiment in three parts (henceforth rounds), once in each university setting for a period of two days each time. The first round investigated two subject writers, the second round five subject writers and the third round three subjects. Over the three rounds a total of ten sample group C subject writers took part in experiment 3. The names of all the subject writers were already known to me prior to carrying out experiment 3. Therefore, before conducting any of the rounds of data collection each subject writer was randomly assigned to one of two treatment groups. The first treatment group made up of five subject writers wrote two essays in English, both based on Japanese plans. The second treatment group also made up of five subject writers also wrote two essays in English, however both the plans for this second treatment group were in English. Subject writers were assigned to these two groups completely randomly, irrespective of which university they were a faculty member of, and therefore irrespective of which round of data collection they would take part in. See table 9 below.

TABLE 9. RANDOM ASSIGNMENTS OF SUBJECT WRITERS TO TREATMENT GROUPS IN EXPERIMENT 3

	Round 1	Round 2	Round 3	**Total for experiment 3**
Subject writers in treatment group 1	1	4	0	**5**
Subject writers in treatment group 2	1	1	3	**5**
Subject writers total	**2**	**5**	**3**	**10**

treatment group 1 = plan in Japanese
treatment group 2 = plan in English

Each of the three rounds of data collection was conducted over a two-day period. In most cases this was an office of one of the subject writers. The same procedure was carried out for all three rounds of experiment 3. For each round, over the course of two days, subject writers made two plans and wrote two essays. One plan on day one either in Japanese or English, depending on which random treatment group they had been assigned to, on the topic of *Oshogatsu*, followed by an essay in English. The same procedure was repeated on day two, with the topic changing to their first week living in an English-speaking country. See appendix IX for the task prompt sheets used in experiment 3.

The actual procedure was similar to experiments 1 and 2 (see sections 1.6.1 and section 1.6.2). All subject writers were given 10 minutes to make their plans and 35 minutes to write their resultant essays. However, unlike experiments 1 and 2, I was not required to monitor too closely what the subject writers were doing, because of the small numbers it was easy to

ascertain that the subject writers had understood the task instructions with just an initial cursory glance at their papers.

Each round of data collection was carried out over two days as in experiments 1 and 2. For all three rounds, on day two of the experiment all the subject writers were kept in the same randomly assigned treatment groups as day one. Figure 3 below shows the data collection procedure for both rounds 1 and 2 in experiment 3. Figure 4 shows the data collection procedure for round 3. Data collection procedures in all three rounds were basically the same. However, round three only consisted of one treatment group and no interviews were conducted after the questionnaires in this round.

FIGURE 3. Experiment 3, Rounds 1 and 2 Data Collection - Japanese academics in Japan

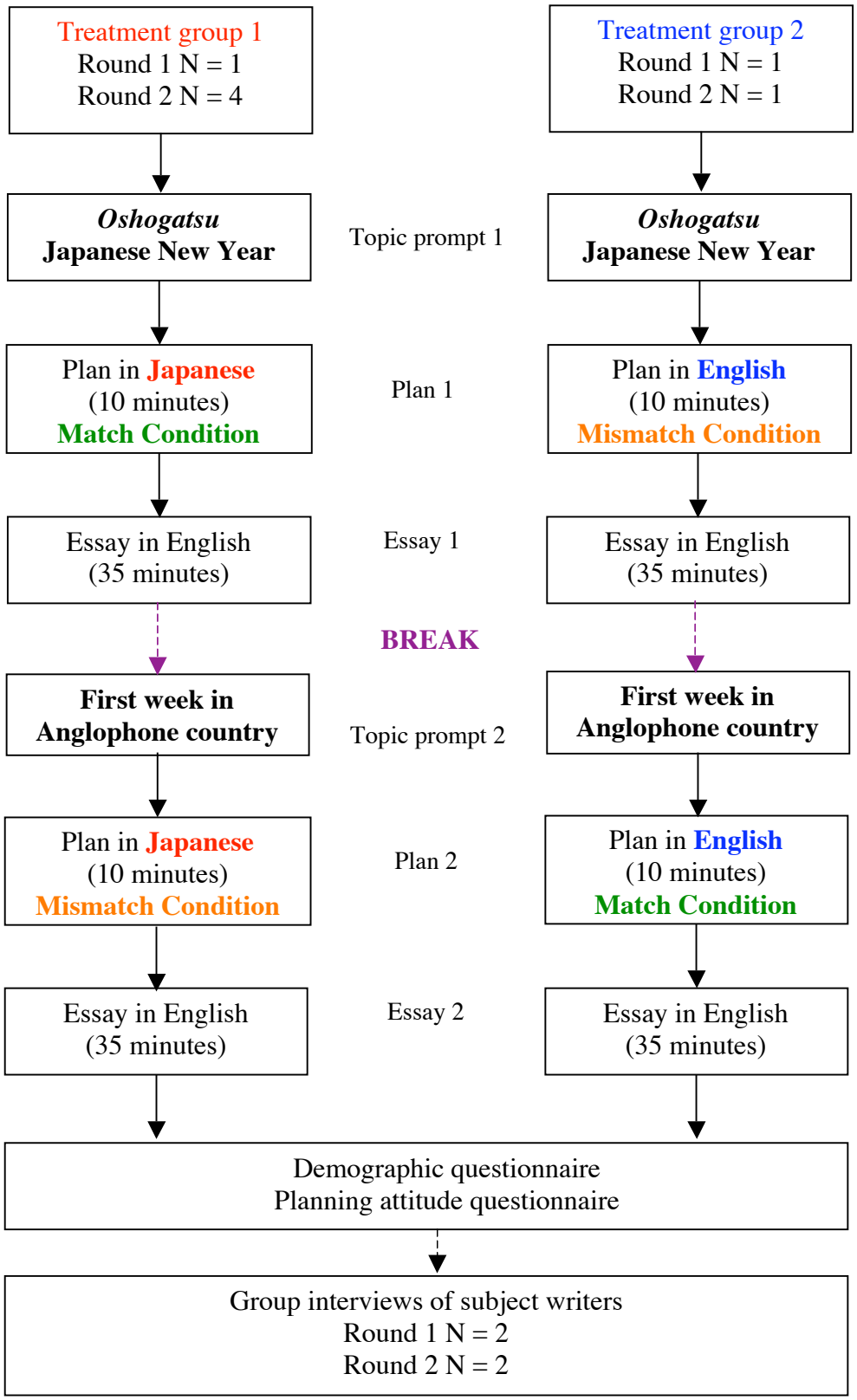
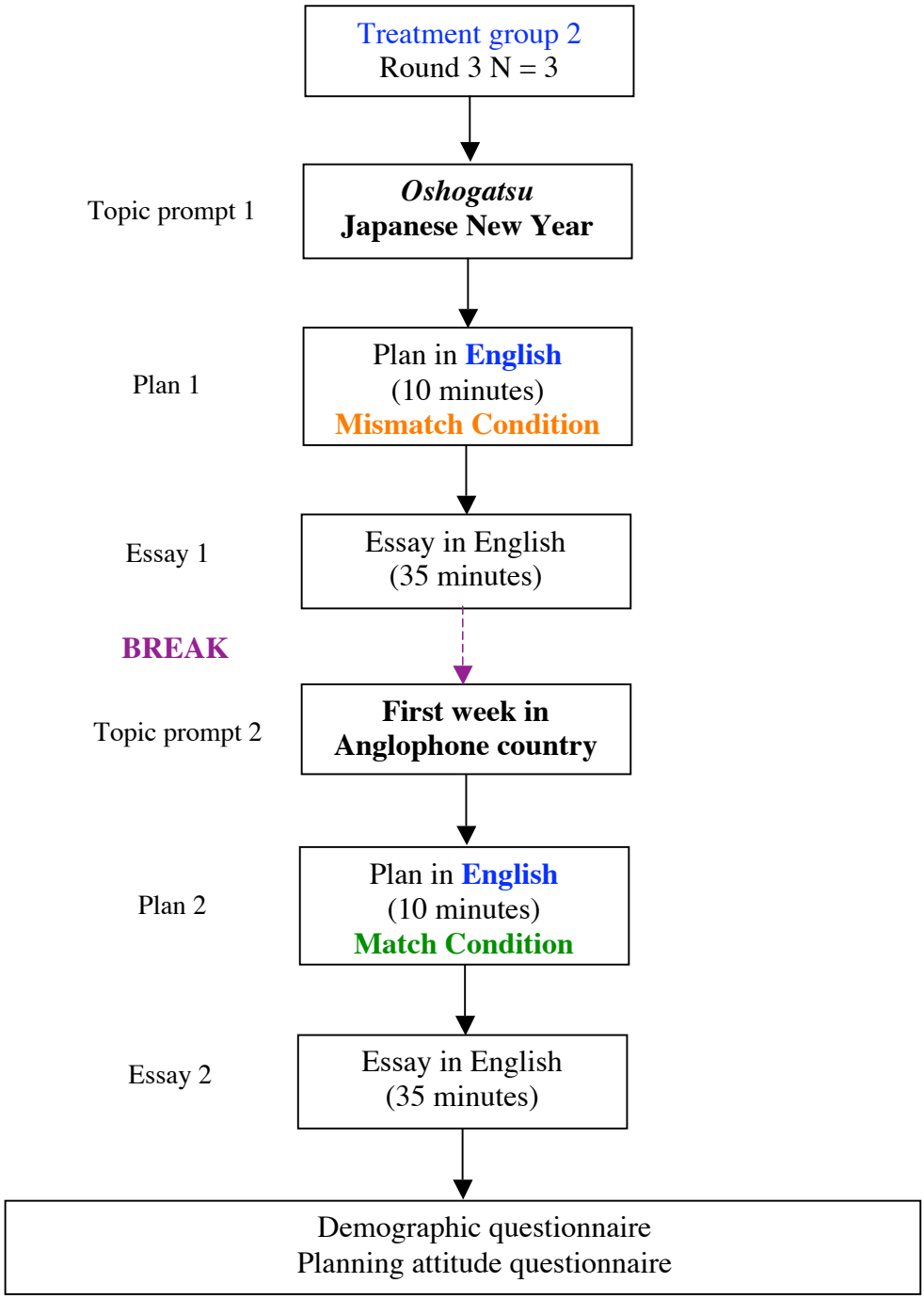


FIGURE 4. Experiment 3, Round 3 Data Collection - Japanese academics in Japan



After the subject writers had completed both plan and essay tasks on the second day, they were all asked to complete the demographic questionnaire followed by the planning attitude questionnaire. See appendices V and VI for questionnaires used in experiment 3

Group interviews were carried out only in rounds 1 and 2 of experiment 3. No group interview was carried out in round 3 due to subject writers' busy schedules. I was able to conduct one group interview in round 1 with two subject writers and one group interview in round 2 also with two subject writers. As a result, overall I was able to interview four subject writers in experiment 3, just as I had done in experiments 1 and 2, albeit split in two rounds.

Both the interviews were conducted in a very similar fashion. The group interviews were conducted after all writing tasks and questionnaires had been completed on the second day of the experiment in each round. In round 1 as there were only two participants, both subject writers who took part were asked for a group interview. The two subject writers in round 1 had each planned their essay in Japanese or English. This ensured that subject writers from both treatment groups were represented in the round 1 group interview. A similar procedure was conducted for the group interview in round 2.

The interviewee subject writers' permissions were obtained to make audio recordings of the interviews. Similar to experiments 1 and 2 the questions were fairly open-ended and were based on the questions from both the demographic questionnaire and the planning attitude questionnaire. Again, the questionnaire questions were used as prompts and the order of the questionnaire questions was used as an interview schedule. Both group interviews were conducted in a mix of Japanese and English and were completed in less than 30 minutes each.

The answers obtained from the interviews after each experiment are examined in the results and discussion sections (see chapters 2 and 3).

A point of difference from the interviews conducted in experiment 1 and 2 was that the interviews with subject writers in experiment 3 were carried out in a more conversational tone. Although the interviewee subject writers were asked to give their personal opinions and experiences as well as discuss their answers with their fellow interviewees, there was less active encouragement from the interviewer than in experiments 1 and 2 group interviews (for details see section 1.5.6.3).

By the end of the three rounds of experiment 3 I had collected twenty plans. Ten Japanese plans and ten English plans. From these, ten plans were in the matched condition and the other ten were mismatched. In addition to these twenty plans I also acquired the corresponding twenty English essays written with the aid of those plans. I also collected ten demographic questionnaires and ten planning attitude questionnaires, and two audio recordings and handwritten notes from two post-task group interviews.

1.7 Instrumentation and data analyses

In this section the methodology and reasons for choosing particular instrumentation and data analyses in the present study will be presented and discussed. This will include the structure and stages of the analyses and how they relate to answering the research questions. The

holistic raters, their reliability, and the multi-trait criteria rating scale checklists will also be discussed in some detail.

1.7.1 Research questions and stages of data analysis

Data for the overall study was analysed in three stages. In stage one, data obtained from each of the three experiments within the overall study were statistically analysed to see if there was any correlation between varying the independent variables and an increase or decrease in the dependent variables. This stage one statistical analysis was done for each experiment separately in isolation from each other. The aim was to see the effects and in particular any potential benefits, of varying the independent variables for each of the three sample groups in the three different situated contexts (see table 1 in section 1.1).

In stage two of analyses, data obtained from experiments 1 and 2 were statistically compared and contrasted with each other to examine any similarities and differences within two situated contexts. This was possible because although in different situated contexts (language school in the U.K. for experiment 1 and Japanese university for experiment 2) the subject writers were similar in many other ways. For example subject writers in both sample groups A and B were of similar ages and English language proficiency. The additional variable being examined in stage two analyses was that of the situated context (Japanese student in the U.K. versus Japanese student in a Japanese university).

In stage three of the analyses data from all three experiments was compared and contrasted more hermeneutically in a case study manner rather than looking for statistical correlations. The reason statistical correlation analyses were not used was the fact that sample group C subject writers in experiment 3 were of varying ages and English language proficiencies when compared to subject writers in sample groups A and B in experiments 1 and 2. Therefore, any meaningful statistical correlation analyses would be compromised due to confounding variables. Nevertheless, it was felt that comparing all three sample groups as a case study would still be of great interest to the overall aims of the study.

It can be seen then that all together the three stages of analyses seek to answer the eight research questions outlined in module 2. Stage one of the analyses endeavours to answer research questions 1 to 6.

1. Will L1 Japanese writers of L2 English studying at a language school in an Anglophone country plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of knowledge of the topic area?

2. What will be the effect of topic choice independent of language (a Japanese topic planned vs. an English topic), or language choice of plan independent of topic, (written planning in Japanese vs. written planning in English) on L1 Japanese writers of L2 English studying at a language school in an Anglophone country?

3. Will L1 Japanese writers of L2 English majoring in English at a Japanese university plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of knowledge of the topic area?

4. What will be the effect of topic choice independent of language (a Japanese topic planned vs. an English topic), or language choice of plan independent of topic, (written planning in Japanese vs. written planning in English) on L1 Japanese writers of L2 English majoring in English at a Japanese university?

5. Will L1 Japanese "expert" writers of L2 English whose professional work includes regularly writing English research papers plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of knowledge of the topic area.

6. What will be the effect of topic choice independent of language (a Japanese topic planned vs. an English topic), or language choice of plan independent of topic, (written planning in Japanese vs. written planning in English) on L1 Japanese "expert" writers of L2 English whose professional work includes regularly writing English research papers?

Stage two of the analyses endeavours to answer research question 7.

7. What are the overarching quantitative and qualitative linguistic similarities, differences and patterns between the plans and resultant texts produced by L1 Japanese writers of L2 English in different situational contexts of study (Anglophone country vs. Japanese university) and what if any, is the effect that the language of planning and topic have on that relationship?

Stage three of the analyses endeavours to answer research question 8.

8. What are the overarching quantitative and qualitative linguistic similarities, differences and patterns between the plans and resultant texts produced by L1 Japanese student writers of L2 English in different situational contexts of study to those of L1 Japanese "expert" academic writers of English and what if any, is the effect that the language of planning and topic have on that relationship?

1.7.2 Data analysis measures

The oft-repeated phrase in the above research questions asking whether varying the independent variables of match-mismatch condition, topic or language would cause writers to "plan for their writing more effectively, write better texts containing more content, and create more effective texts" was actually measured in the following way.

For the plans obtained in all three experiments three measures were used in ascertaining "effectiveness". These were firstly, and most importantly, a plan holistic rating given by qualified raters, secondly plan length measured by number of words and thirdly plan details measured in number of specific plan ideas. For the plans made in the Japanese language, it was decided to use English translations of the plans to keep the measures consistent with all other texts in the overall study. Translating the L1 plans into English for analyses was the same method that both Friedlander (1990) and Akyel (1994) used in their studies.

The final English essays produced in all three experiments were measured for "effectiveness" by firstly, and again like the plans most importantly, a holistic rating given by qualified raters and secondly the essay length in number of words. For an outline list of all measures used for plans and final essays see table 6 in section 1.4.3. For both plans and final essays, a higher holistic rating, greater number of words or ideas for individual plans and essays would indicate a "better" or "more effective" plan or essay. For stages one and two of the analyses the results of these measures were statistically analysed and examined to see if they correlated with the experimentally administered variance of an independent variable (condition, topic or planning language).

It may be noted that although both plans and final essays were measured for quality (holistic rating) and length (number of words), only the plans were measured for number of details (number of ideas). The reason for this is the planning phase has a specific focus on brainstorming, memory recall and generation of ideas, which are subsequently used when writing the final English essay text. However, the related measure of "content" is also measured in both plans and essays as part of the holistic ratings criteria as explained in the section 1.7.4.

The resulting data analysis for stage one was carried out by focusing on the measures of each plan and essay being entered into Statistical Package for the Social Sciences (SPSS) 17.0 computer software application. Using SPSS, t-tests were carried out to see if there was any significant variance between the dependent variable means of plan length in words, number of plan ideas, plan holistic ratings, essay length in words, and essay holistic ratings when the independent variable of condition was either match or mismatch, when the topic was Japan related or English related, and when the language used for planning was Japanese or English. This was done in turn for each of the three experiments separately. For stage two of the analyses the data from both experiments 1 and 2 were analysed together and compared with each other. For stage three of the analyses the measure results obtained from all three experiments were examined together but not using the SPSS as the sample size of sample group C was too small in comparison to sample groups A and B for any appropriate statistical test to produce meaningful results.

In addition to the above mentioned analyses of measures calculated from the data obtained from the experimental tasks of making plans and writing essays, the data acquired from the

planning attitude questionnaires from each of the three experiments was also compiled and analysed statistically to obtain percentages of subject writers' responses (see appendix XIX).

1.7.3 Raters

The holistic ratings were scored by two trained independent raters. Both raters were L1 English native-speaker teachers, each with over eight years of prior teaching experience along with experience in grading essays in English language courses. One of the raters was a university lecturer who teaches English, the other rater was a teacher of English at a language school. The raters underwent a morning of training by myself ensuring that some measure of calibration between the raters could be achieved.

As mentioned in the section 1.5.7, the plans and essays produced in the pilot studies were used to help train and calibrate the raters. Under the supervision and moderation of myself, both raters marked the four plans and essays generated in the pilot studies. They did this individually and then compared their scores and discussed why they had given the scores they did. Therefore, an appreciation was built up by the raters on how and why each other scored in certain situations and every measure was made to ensure that the raters came to an understanding where they would both be consistent and complementary when it came to holistically rating the plans and essays from the product data of the three actual experiments.

1.7.4 Rating scale criteria

The raters were provided with two multi-trait criteria rating scale checklists that had been specifically designed for the experimental tasks. One for the holistic rating of plans (see appendix X), the other for the final English essays (see appendix XI). The scaled checklist for the plans contained three component criteria parts, each of these was to be rated between 0 and 3. The component scaled criteria parts for the plan are outlined in table 10 below.

TABLE 10. SCALED CRITERIA FOR PLANS

	Criteria	Score
1	Content,	0 to 3
2.	Vocabulary	0 to 3
3.	Mechanics	0 to 3

The scaled checklist for the essays contained the same three component scaled criteria parts as the plan but additionally had two more component scaled criteria parts for organisation and grammar (see table 11 below).

TABLE 11. SCALED CRITERIA FOR ESSAYS

	Criteria	Score
1	Content,	0 to 3
2.	Vocabulary	0 to 3
3.	Mechanics	0 to 3
4.	Organisation	0 to 3
5.	Grammar	0 to 3

Therefore, the total holistic rating for a plan could be between 0 and 9 and for an essay between 0 and 15. The multi-trait criteria rating scale checklists were designed specifically to assess the three multi-trait aspects of planning an essay and the five (three the same as planning with an additional two expressly for essay writing) multi-trait aspects of writing an essay text that were most relevant to the aims of the overall study. These rating scales were based primarily on scales used in previous research studies (Cohen 1994, 2000) which in broad terms reflected the language elements in writing that were most likely to be influenced by a given topic and set of particular writing conditions.

The content scaled criteria rated the plans and essays respectively on their relevance and redundancy to the topic set. The vocabulary scaled criteria rated the plans and essays respectively on the adequacy and inadequacy of vocabulary used as well as lexical inappropriateness, repetition and register. The mechanics scaled criteria rated the plans and essays respectively on their accuracy or inaccuracy of punctuation and spelling. Additionally the final product English essays only were also holistically scored on organisation and grammar. The organisation scaled criteria rated the essays on whether they were adequately organised or not and if they followed or competently manipulated genre conventions. The grammar scaled criteria rated the essays on grammatical accuracies and inaccuracies as well as manipulation of grammatical structures.

The reason why the plans were only holistically scored on content, vocabulary and mechanics and not on organisation and grammar was because the plans were meant to be initial brainstorming plans primarily concerned with memory recall and generating ideas in the form of relevant ideas in point form. Therefore, the plans could only effectively be rated firstly, on

their topic content produced and secondly, to some extent language produced. Whereas the essays needed to be rated on not only their topic content and language produced but also their structure, correctness, precision of language and organisation. For listings and detailed explanations on scoring parameters for each of the scaled criteria please see appendices X and XI.

1.7.5 Reliability of the ratings - Statistical procedures

Inter-rater reliability coefficients were tested on SPSS 17.0 statistic software package using paired sample t-tests. The correlation was found to be extremely high. Overall taking into account the holistic ratings data for all three experiments together the correlation coefficient between the two raters was found to be *0.952* for the holistic scores of the plans and *0.977* for the holistic scores of the essays. Examining the holistic rating data for experiment 1 only showed a correlation coefficient between the raters of *0.937* for the plan holistic scores and *0.972* for the essay holistic scores between the raters. The holistic rating data for experiment 2 only, showed a correlation coefficient of *0.936* for the holistic scores of the plans and *0.959* for the holistic scores of the essays between the raters. For experiment 3 data only, a correlation coefficient of *0.948* was found for the plan holistic scores and *0.931* for the essay holistic scores, between the two independent raters. These results confirm the correlation and reliability of the plan and essay ratings given by both independent raters were excellent.

TABLE 12. INTER-RATER RELIABILITY CORRELATION COEFFICIENTS

	Plan rating correlation	Essay rating correlation
Experiment 1	*0.937*	*0.972*
Experiment 2	*0.936*	*0.959*
Experiment 3	*0.948*	*0.931*
Overall	*0.952*	*0.977*

1.7.6 Raters' feedback on the rating process

With the intention of increasing the reliability and validity of the ratings, the two raters were also given a set of rater feedback questions to answer. The main reason for this was to provide information beyond inter-rater reliability coefficients. Both raters were asked to send an e-mail message responding to the following questions, which were based on rater feedback questions used by Cohen (2000) in his study:

1. How well did the rating criteria/descriptors characterise the evaluated plans and essays?

2. Was it clear how to score the plans and essays on the rating sheets?

3. To what extent were they measuring what the researchers had intended them to measure?

4. How well did the rating approach fit with the raters' own personal assessments of the plans and essays and the extent to which there were differences between the evaluation they would normally have given and the one that they gave according to the criteria?

The raters' answers to these feedback questions on the rating process were highly favourable. Both raters believed they had rated each plan and essay fairly and that the criteria checklists were a fair, useful and appropriate way to rate the texts. They also agreed and reiterated that the criteria checklists encompassed all aspects of the plans and essays that needed to be rated. The raters also agreed that the rating process criteria for the current study was largely consistent with the criteria they normally and personally use to evaluate English composition in their regular English language classes.

CHAPTER 2. RESULTS

In the following sections of this chapter the results obtained from all three experiments with statistical analyses are presented. The results are introduced in order of the three stages of analyses chosen for the present study (please refer to table 2, section 1.2). Firstly the results from all three experiments will be detailed independently, in and of themselves, this corresponds to analyses stage one. Secondly the results from experiments 1 and 2 are presented together and statistical analyses provided that compares and contrasts the results obtained from the two situational contexts of student L2 writers in an English language school in the U.K. and a Japanese university, collectively and against each other. This corresponds to analyses stage two. Finally results from experiments 1 and 2 are presented alongside results from experiment 3 where the subject writers (sample group C) are L1 Japanese L2 English "expert" writers "anchored" in Japan. There will be less statistical analyses in the stage three results presentation and analyses due to the distinctive variables of sample group C subject writers from the other sample groups, such as age and English proficiency as explained in more detail in section 1.2. However, detailed hermeneutical analyses of results from experiments 1 and 2 with results from experiment 3 are presented and examined in the discussion following this results section.

2.1 Stage one results and analyses

In this section data, results and statistical analyses for the three constituent experiments of the whole study are presented in turn and independently of one another. First data and results are

presented from experiment 1 using plans and resulting L2 English essays produced by L1 Japanese writers of L2 English studying in the U.K. (sample group A). Followed by data and results presented from experiment 2 using plans and resulting L2 English essays produced by L1 Japanese writers of L2 English studying in a Japanese university (sample group B). Then finally data and results presented from experiment 3 using plans and resulting L2 English essays produced by L1 Japanese "expert" writers of L2 English "anchored" in Japan (sample group C).

In order to determine whether a planning language and topic match condition versus a planning language and topic mismatch condition had a significant effect on the quality or effectiveness of essay plans and their resulting L2 English essays in each of the three experiments (and therefore each of the three situated contexts), data from each of the three experiments was complied in the Statistical Package for the Social Sciences (SPSS) version 17.0 computer software application. Then using SPSS 17.0, t-tests were applied to compare the number of words in a plan (plan lengths), the number of ideas in a plan (plan details), the holistic rating given to a plan by independent raters (plan quality), the number of words in an essay (essay lengths) and the holistic rating given to an essay by independent raters (essay quality). These test variables were first analysed by the grouping variable of match/mismatch condition, as this is the independent variable where the effects of the experimental manipulation can be seen.

Additionally, the test variables were then also analysed by the grouping variables of topic independent of language, (Japanese related topic versus English related topic) and planning language independent of topic (Japanese used for planning versus English used for planning).

This was done separately and independently for all three experiments in this stage one of analyses.

2.1.1 Experiment 1

The following results examine data obtained from experiment 1 only, where the forty subject writers were all L1 Japanese student writers of L2 English studying in an English language school in the U.K. (sample group A). A table of the raw data obtained from experiment 1 can be found in appendix XII.

2.1.1.1 Condition (match / mismatch)

When the sample group A subject writers in experiment 1 generated their plans using the language in which they had acquired topic knowledge (Japanese for the "*Oshogatsu*" topic and English for the "First week in the U.K." topic) there was comprehensible and clear evidence of improved performance. The subject writers not only produced longer plans with more details and with higher holistic ratings, but the same was true for their resulting English essay lengths and holistic ratings in the match condition.

The plans themselves were more detailed, with a mean average of *14.6* details in the match condition versus *11.1* in the mismatch condition (a clear significant variation where $p < 0.05$; see table 13). This result is an indication that the sample group A subject writers retrieved

more details about their topic areas when they used Japanese for their plans on the *Oshogatsu* topic and English for their plans on the topic of their first week in the U.K. (both in the match condition). On the other hand, when the subject writers produced plans for the *Oshogatsu* topic in L2 English and the topic of their first week in the U.K. in L1 Japanese, (both in the mismatch condition) their plans did not have the same level of details.

When the sample group A subject writers in experiment 1 used the language they had acquired topic knowledge in to generate their plans, the resulting plans were also considerably longer. The mean plan length was *71.4* words in the match condition whereas in the mismatch condition it was *46.2*, where according to the t-test $p < 0.05$. That is a difference of approximately 25 words. Friedlander (1990) in his study is quick to mention "[plan] length itself is not necessarily an indicator of quality" (p. 115). However, I believe the increased number of words in the match condition in conjunction with concurrent results for the independent raters' holistic quality rating does point towards that fact that the sample group A subject writers were able to produce plans that were richer in information when they were able to use the language of topic knowledge acquisition. With the benefit of the match condition, the sample group A subject writers achieved a mean score of two points higher on the holistic quality rating of the plans than when they were in the mismatch condition. On the nine-point scale for the plan, the mean average of the two independent raters was *7.5* for plans generated in the match condition whereas the mean average score for those plans in the mismatch condition was *5.5.* Again the t-tests showed a clear significant variation where $p < 0.05$. This would strongly suggest that the plans in the match condition were more complete and contained a greater amount of information that would eventually aid the subject writers as

worthy and valuable guidelines for when they wrote their resultant L2 English final product essays.

TABLE 13. MEANS FOR CONDITION IN EXPERIMENT 1

Variable	*Match*	*Mismatch*	***p***
Plan length	71.5 words	46.2 words	0.01
Plan details*	14.6	11.1	0.01
Plan quality**	7.5	5.5	0.01
Essay length	331.2 words	208.1 words	0.01
Essay quality***	12.7	9.3	0.01

N = 40.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

The resultant L2 English final product essays that the subject writers wrote using the plans generated in the match condition were not only longer but were in fact also judged by the independent raters to be of superior quality than the resultant L2 English final product essays that were written using plans generated in the mismatch condition. The L2 English final product essays produced with the aid of plans in the match condition had a mean average length of over 123 words more words than those L2 English final product essays produced with the aid of plans in the mismatch condition. (*331.2* versus *208.1* words, where the t-tests showed a clear significant variation where $p < 0.05$). This indicates the essays produced from the plans in the topic and language match condition had a greater amount of content. This is

confirmed by the holistic ratings for the essays, where the independent raters judged the essays produced using plans in the match condition to be of a higher quality (*12.7* versus *9.3*, where the t-tests showed a clear significant variation where $p < 0.05$). These ratings also endorse, and evidently confirm, that the essays produced using plans in the match conditions did a better task of meeting the needs of their reader, which is describing to the uninitiated; *Oshogatsu* and the sample group A subject writer's first week in the U.K. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of match/mismatch condition in experiment 1 see appendix XV. For a detailed explanation of the holistic quality scales used by the independent raters see appendices X and XI.

There is little doubt from these results that in experiment 1 there is a significant variation in terms of length and quality between the match and mismatch condition for both plans and essays produced by L1 Japanese student writers of L2 English studying in an English language school in an Anglophone country (U.K., sample group A). The findings for the match versus mismatch conditions corroborate with the findings in Friedlander's (1990) study of L1 Chinese L2 English student writers studying in an Anglophone (American) university. In fact the significant differences obtained using t-test analyses were found to be stronger in the present study.

2.1.1.2 Topic

When the data collected from sample group A subject writers in experiment 1 was analysed from the viewpoint of topic, investigating performance on the *Oshogatsu* topic versus the topic of the subject writer's first week in the U.K, independent of planning language, it was found that the subject writers generated shorter plans on the topic of *Oshogatsu.* In spite of this, the plans on the *Oshogatsu* topic and their resulting final product L2 English essays were holistically rated, by independent raters, as superior to those essays produced on the English related topic of first week in the U.K.

The number of details in the plans for each topic does not differ much, with the *Oshogatsu* topic averaging 12.2 details versus 13.4 details for the English topic. The t-tests showing no significant difference where $p = 0.10$. The subject writers wrote shorter plans on the *Oshogatsu* topic with a mean average of *51.4* words in contrast to a mean average of *66.1* words for the English topic, where the t-test showed a significant difference of $p < 0.05$ (see table 14). But despite being on average 15 words shorter, these plans were holistically rated as superior to those on the English topic. On the nine-point scale for the plan, the mean average score of the independent raters were *7.0* for the *Oshogatsu* topic versus *6.1* for the English topic. The t-test analysis of these plans shows that the difference in quality of the plans was significant with $p < 0.05$.

Similarly, the essays written using these plans proved to be rated holistically superior for the *Oshogatsu* topic (11.9 versus 10.1 on the fifteen-point essay rating scale) with a t-test significant difference where $p < 0.05$. The essays are, however, of similar length for the two

topics (*268.0* words on *Oshogatsu; 271.3* words on the English topic) with no significant difference seen in the t-test where $p = 0.87$. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of topic in experiment 1 see appendix XV.

These findings for the independent variable of topic in experiment 1 generally agree with the findings in Friedlander's (1990) study. When subject writers studying in an Anglophone country wrote about the topic related to their first language (*Oshogatsu*) it resulted in shorter plans being produced, but did not significantly alter the length of the essays. In contrast, writing about the topic related to the subject writers' first language (*Oshogatsu*) resulted in a significant difference of quality for both the plans and essays, which were unanimously judged to be of superior quality. It can be inferred from these results that subject writers studying in an Anglophone country writing about a topic related to their first language resulted in producing superior plans and final essay texts.

TABLE 14. MEANS FOR TOPIC IN EXPERIMENT 1

Variable	*Oshogatsu*	*First week in the UK*	***p***
Plan length	51.4 words	66.1 words	0.03
Plan details*	12.2	13.4	0.10 NS
Plan quality**	7.0	6.1	0.01
Essay length	268.0 words	271.3 words	0.87 NS
Essay quality***	11.9	10.1	0.01

N = 40.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

2.1.1.3 Plan language

When examining data collected from experiment 1 from the perspective of language alone, measuring similarities or differences in operating in Japanese or operating in English to produce plans, independent of topic and unconstrained by match/mismatch condition, significant differences were not found in plan or resultant essay quality or even resultant essay length. However, when planning in Japanese, subject writers generated a mean average of *14.2* details compared with *11.4* when planning in English (where t-tests show a significant difference where $p < 0.05$). Similarly, plans produced in Japanese were significantly longer (*69.5* words versus. *48.0* words, where t-tests show a significant difference of $p < 0.05$). As noted earlier Friedlander (1990) in his study suggests "[plan] length itself is not necessarily an indicator of quality" (p. 115). However, the increased length of the Japanese plans in tandem with the greater number of details would indicate that using a first language irrespective of the language related to the acquisition of topic knowledge, in this case L1 Japanese, is suggestive of a better retrieval of ideas in the planning stage of an L2 English essay.

There were no significant differences found in the holistic ratings given to the plans in Japanese and English or in the length or holistic ratings of the essays produced. Indeed, the final essays were of almost equal length and were given almost equal ratings, with no significant differences according to the t-tests, regardless of whether the subject writers planned in the Japanese or English language. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of plan language in experiment 1 see appendix XV.

TABLE 15. MEANS FOR PLAN LANGUAGE IN EXPERIMENT 1

Variable	*Japanese*	*English*	***p***
Plan length	69.5 words	48.0 words	0.01
Plan details*	14.2	11.4	0.01
Plan quality**	6.3	6.7	0.26 NS
Essay length	268.1 words	276.3 words	0.68 NS
Essay quality***	10.8	11.3	0.40 NS

N = 40.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

The findings for the independent variable of language of planning in experiment 1 agree with the findings in Friedlander's (1990) study in so far as the plan and essay quality were not significantly different whether subjects planned in their L1 or L2. The resulting essay lengths too were not found to be significantly different when looking at the variable of language, echoing the findings of Friedlander's study. Another concurrence was the number of details in the plans generated in subject writers' first language, which were on average greater in number in both Friedlander's (1990) and the present study. However, a difference in results occurred where Friedlander found that plan length was the same whether his subject writers planned in L1 or L2, the findings in experiment 1 of the present study suggest that plans will be longer if subject writers under the similar circumstance of studying in an Anglophone country plan in their L1.

2.1.1.4 Summary of experiment 1 results

The above results for experiment 1 (in conjunction with the results Friedlander (1990) obtained in his study of L2 English writers studying in America) signify that L2 writers studying in an Anglophone country benefit when they match the language of planning to the topic. In the case of the present study, Japanese when writing on a topic related to that language background and English on a topic related to their English experience. L2 English writers studying in an Anglophone country have the ability to produce plans and essays that are longer, as well as plans that are more detailed. In addition the resulting essays they produce are holistically rated as superior to essays produced when they write based on plans created in mismatched conditions, in other words when using Japanese for the topic related to their English experience and English for the topic related to their Japanese experience. Therefore, it can be seen that language appears to constrain L2 English writers only in certain ways while they are writing. For example when L2 English writers studying in an Anglophone country use their L2 to write on a topic related to their L1, and overall when they plan in their L2, they are constrained in terms of the amount of details recalled and material retrieved. Furthermore when L2 English writers studying in an Anglophone country produce essays where the topic is familiar and was acquired in their L1, the quality is superior (but not necessarily the length) irrespective of the language it was planned in.

2.1.2 Experiment 2

In the following section the data obtained from experiment 2 only is examined and analysed. All data was collected in a Japanese university where the forty subject writers were all L1 Japanese students studying L2 English (sample group B). A table of the raw data obtained from experiment 2 can be found in appendix XIII.

2.1.2.1 Condition (match / mismatch)

There is substantial support to confirm improved performance when sample group B subject writers in experiment 2 generated their plans using the language in which they had acquired topic knowledge (Japanese for the "*Oshogatsu*" topic and English for the "First week in the Department of English Communication" topic). On average, when in the match condition, the subject writers generated longer plans containing more details with higher holistic ratings. The resultant English essays produced using these match condition plans were also on average longer and received higher holistic ratings than those English essays produced using plans in the mismatch condition.

When the sample group B subject writers in experiment 2 used the language they had acquired topic knowledge in to generate their plans, on average, the resulting plans were by far longer, almost near double the length. In the match condition the plan length averaged *68.4* words, whereas in the mismatch condition the average length was only *38.6* words, the t-tests verified the significant difference where $p < 0.05$ (see table 16). The plans in the match

condition also contained more details, with a mean average of *13.1* details, whereas those plans in the mismatch condition only contained a mean average of *10.0*. The t-tests again confirmed a clear significant variation where $p < 0.05$. This result suggests, on average, sample group B subject writers retrieved more information about their topic areas when they matched their planning language with the topic. In other words when they used Japanese for their plans on the *Oshogatsu* topic and English for their plans on their English related topic. On the other hand, when subject writers produced plans in the mismatch condition, that is the *Oshogatsu* topic in L2 English and the English related topic in L1 Japanese, their plans did not have the same level of details.

Along with the increased length and greater number of details, the plans generated in the match condition on average also received a higher holistic rating by the independent raters. The collective higher values of these three dependent variables obtained when the independent variable of condition was in the match condition strongly suggests that sample group B subject writers were able to produce plans that were richer in information when they used the language of topic knowledge acquisition.

With the advantage of the match condition, the sample group B subject writers achieved an average score of just under two points higher on their plan holistic quality ratings than when they were in the mismatch condition. On the nine-point scale for the plan, the mean average of the two independent raters was *6.5* for plans generated in the match condition, whereas the mean average score for those plans in the mismatch condition was *4.6.* The t-tests showed a clear significant variation where $p < 0.05$. These results would indicate that the plans in the match condition contained a greater amount of information and were more complete than

those plans in the mismatch condition. Therefore it can be proposed that these plans in the match condition would most likely be of greater assistance to the subject writers as valuable guidelines for writing their final product L2 English essays.

TABLE 16. MEANS FOR CONDITION IN EXPERIMENT 2

Variable	*Match*	*Mismatch*	***p***
Plan length	68.4 words	38.6 words	0.01
Plan details*	13.1	10.0	0.01
Plan quality**	6.5	4.6	0.01
Essay length	300.9 words	190.2 words	0.01
Essay quality***	10.4	8.3	0.01

N = 40.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

The plans generated in the match condition in experiment 2 were found to be superior to those plans produced in the mismatch condition in regards to length, number of details and quality according to holistic rating. The resultant L2 English essays that sample group B subject writers wrote using these match condition plans were also found to be longer in length and were also judged by the independent raters to be of superior quality than the resultant L2 English essays that were written using plans generated in the mismatch condition.

On average the L2 English final product essays produced using the plans in the match condition were 300.9 words long, whereas those essays written using the plans in the mismatch condition were only 190.2 words in length. That is on average a difference of 120 words. The t-test confirmed this significant difference with $p < 0.05$. The holistic ratings too were greater for those essays produced using the plans in the match condition with an average score of 10.4 on the fifteen-point rating scale. The essays produced using the plans in the mismatch condition were on average judged to be of a lesser quality with a holistic rating of 8.3. That is an average difference of 2 points which the t-tests confirmed as significant where $p < 0.05$.

The superior dependent variable scores and ratings for both plans and resultant English essays in the match condition give ample support to the idea that the essays produced using plans in the match conditions did a better task of meeting the needs of their reader, which is describing to the uninitiated; *Oshogatsu* and the sample group B subject writer's first week in the DEC. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of match/mismatch condition in experiment 2 see appendix XVI.

The results obtained from experiment 2 clearly show that, in the situated context of L1 Japanese student writers of L2 English studying in a Japanese university, there is a significant variation in terms of length and quality between the match and mismatch condition for both plans and resultant English essays produced by these L2 writers. These findings seem to agree with the findings of Friedlander's (1990) study of L1 Chinese L2 English student writers. However, it should be noted the situated context in Friedlander's study was in an American university and was therefore different to the situated context of experiment 2 in the present

study. The results of experiment 2 also concur and support the results found in experiment 1 of the present study, but again as the situated context is different a more in depth analysis using statistical instruments to verify whether there is indeed a true correlation between the results is carried out in the stage two analyses of the present study. For further details see section 2.2.

2.1.2.2 Topic

To determine whether the topic choice had any effect on plans and essays produced by sample group B subject writers, the data collected in experiment 2 was examined and analysed exclusively from the perspective of the independent variable of topic. In other words whether writing about the *Oshogatsu* topic or the topic of first week in the DEC had any effect on plan and essay performance was investigated.

Overall on average the results in experiment 2 showed that sample group B subject writers wrote shorter plans for the Japanese related topic of *Oshogatsu.* Conversely these plans on *Oshogatsu* were rated of higher quality by independent raters than those plans on the English related topic of first week in the DEC. Furthermore, the resulting L2 English essays written by subject writers on the topic of *Oshogatsu* were also rated of superior quality than essays on the English related topic.

The mean average length of plans on the topic of *Oshogatsu* was 47.5 words, whereas the mean average for plans on the English topic was longer by 12 words at 59.5 words. The t-tests

confirmed a significant variation where $p < 0.05$. In spite of being on average 12 words shorter, the plans on the *Oshogatsu* topic in experiment 2 were holistically rated on average at 6.0 on the nine-point rating scale for plan quality. This was higher than the mean average holistic rating for plans on the English topic, which were rated at a mean average of 5.1. The t-tests confirmed that this was a significant difference where $p < 0.05$. However, even with this superior holistic rating for plans on the *Oshogatsu* topic, there was no significant difference in the number of details generated in the plans between the two topics.

The English essays written in experiment 2 did show a significant variation in their quality rating similar to the plans used to write them. The essays on the topic of *Oshogatsu* were holistically rated at a mean average of 10.1 on the fifteen-point essay rating scale, whereas the essays on the English topic were rated at a mean average of only 8.6. The t-tests confirmed this significant difference with $p < 0.05$. However, this superior holistic rating for the *Oshogatsu* topic essays did not carry over to essay lengths. Although on average the *Oshogatsu* topic essays were about 10 words longer than the essays on the English topic (*250.7* words versus *240.3* words) the t-tests revealed there was no significant difference between the two, where $p = 0.56$. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of topic in experiment 2 see appendix XVI.

Again similar to the findings for the independent variable of condition, these results and findings for the independent variable of topic in experiment 2 generally support the findings of experiment 1, albeit in a different situational context. A more detailed analysis using statistical instruments to verify whether there is indeed a true correlation between the results

regarding topic in both experiments 1 and 2 is carried out in the stage two analyses of the present study, for further details see section 2.2. In contrast to experiment 1 these findings for the independent variable of topic in experiment 2 differ from the findings of Akyel's (1994) study carried out in a similar situational context of a home country university, where he tested the effect of topic on plans and resultant English essays. His twenty higher proficiency L2 English student writers at a home country (Turkish) university displayed no significant difference in plan or essay quality whether the topic was an L1 Turkish topic or an L2 English topic.

However, the fact remains that what can be said with some certainty is that in experiment 2, when sample group B subject writers studying in a Japanese university wrote about the topic related to their first language (*Oshogatsu*), it resulted in shorter plans of better holistic rating quality being produced, but did not significantly alter the length of the essays. Additionally, even though there was no significant difference found in essay lengths measured by number of words, the final products essays written on the topic related to first language (*Oshogatsu*) were, like the plans, rated holistically superior to essays written on the topic related to English (first week in the DEC). It can be inferred from these results that subject writers studying in a Japanese university writing about a topic related to their first language produced better plans and final essay texts.

TABLE 17. MEANS FOR TOPIC IN EXPERIMENT 2

Variable	*Oshogatsu*	*First week in D.E.C.*	***p***
Plan length	47.5 words	59.5 words	0.01
Plan details*	11.6	11.5	0.86 NS
Plan quality**	6.0	5.1	0.01
Essay length	250.7 words	240.3 words	0.56 NS
Essay quality***	10.1	8.6	0.01

N = 40.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

D.E.C. = Department of English Communication

2.1.2.3 Plan language

An analyses of the data obtained from experiment 2 focusing on the independent variable of language used to produce plans (regardless of both topic and of match/mismatch condition) found that while those plans generated in Japanese were of greater length and contained more details than plans generated in English, there was no significant difference in the holistic ratings between the plans produced in the two languages. Furthermore the resultant essays written with the aid of plans generated in either Japanese and English were of similar length and were given near equal holistic ratings.

Sample group B subject writers produced plans with a mean average length of 61.8 words when they planned in Japanese, whereas they produced plans with a lower mean average of

45.2 words when they planned in English, in both cases regardless of topic. The t-tests confirmed a significant difference where $p < 0.05$. Similarly plans produced in Japanese generated a mean average of 12.6 details, while plans produced in English generated a mean average of 10.5 details. The t-tests again revealed a significant difference where $p < 0.05$. These two results indicate that, at least during the planning stage, using a first language (in this case L1 Japanese) irrespective of the topic suggests an improved level of idea recall.

However, the independent raters on average rated plans produced in either Japanese of English very similarly at 5.3 and 5.9 respectively, with no significant difference between the two according to the t-tests. Likewise, the resultant English essays produced using these plans were of similar length and holistic rating quality (240.7 words with a holistic rating of 9.0 for essays written using Japanese plans versus 250.4 words with a holistic rating of 9.7 for essays written using English plans) whether the plans used to help write them were Japanese or English, neither showing any significant difference (see table 18). For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of plan language in experiment 2 see appendix XVI.

TABLE 18. MEANS FOR PLAN LANGUAGE IN EXPERIMENT 2

Variable	*Japanese*	*English*	***p***
Plan length	61.8 words	45.2 words	0.01
Plan details*	12.6	10.5	0.01
Plan quality**	5.3	5.9	0.08 NS
Essay length	240.7 words	250.4 words	0.58 NS
Essay quality***	9.0	9.7	0.10 NS

N = 40.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

The findings for the independent variable of language of planning in experiment 2 differ with the findings in Akyel's (1994) study, where he found varying the language of planning between L1 and L2, in the situated context of home country university student writers of L2 English at higher English proficiency levels, did not result in a greater number of details being generated. However, there was agreement with the results from experiment 2 in that Akyel also found no significant difference in plan or resultant essay quality ratings when he varied the language of planning. It seems a greater level of agreement exists between the findings for the independent variable of language in experiments 1 and 2 of the present study. However, a more detailed analysis using statistical instruments to verify whether there is indeed a true correlation between the results is carried out in the stage two analyses of the present study. For further details see section 2.2.

2.1.2.4 Summary of experiment 2 results

The results obtained after analysing data obtained from experiment 2 indicate that Japanese L2 writers of English in the situational context of studying in a Japanese university benefit when they match the language of planning to the topic. In the case of the present study, Japanese when writing on a topic related to that language background and English on a topic related to their English experience. In language and topic matched conditions L1 Japanese writers of L2 English studying in a Japanese university are facilitated to produce plans and essays that are longer and more detailed. Furthermore, the resulting essays they produce using their plans are holistically rated as superior to essays produced when they write using plans created in mismatched conditions, that is when using L1 Japanese for the topic related to their English experience and L2 English for the topic related to their Japanese experience.

This suggests that language appears to constrain L2 English writers studying in a Japanese university only in certain ways. For instance they are constrained in terms of the amount of details recalled and material retrieved when they use their L2 English to write on a topic related to their L1 Japanese, and overall when they plan in L2 English rather than in L1 Japanese. Furthermore when these same contextually situated L2 writers produce essays where the topic is familiar and was acquired in their L1, the quality of these essays is superior irrespective of the language it was planned in, even though the length is not necessarily affected. These findings and results do support those found in Friedlander's (1990) study and experiment 1 of the present study, however when compared to Akyel's (1994) study, which was carried out in the similar situational context of L2 writers studying in a university in their home country, not all the findings were consistent. Therefore, some caution must be

maintained at present before extending the findings of experiment 2 to the situational context of all L2 English writers studying in their home countries.

2.1.3 Experiment 3

The following section examines and analyses the data collected from experiment 3 only. All data was collected from ten subject writers who were all L1 Japanese L2 English "expert" writers "anchored" in Japan (sample group C). A table of the raw data obtained from experiment 3 can be found in appendix XIV.

2.1.3.1 Condition (match / mismatch)

Unlike the results found in experiments 1 and 2 there is little evidence in the results of experiment 3 to suggest an improved performance when the sample group C subject writers generated their plans using the language in which they had acquired topic knowledge (Japanese for the "*Oshogatsu*" topic and English for the "First week in an English-speaking country" topic). There were no significant differences found in any of the dependent variables in either plans generated or resultant English essays produced by subject writers when the independent variable of condition was varied to either matched or mismatched.

When the sample group C subject writers in experiment 3 used the language they had acquired topic knowledge in to generate their plans, on average, the resulting plans were very

similar in length (85.5 words) to when they generated plans in the language they had not acquired principle topic knowledge (81.1 words). The t-test confirmed this similarity, where $p = 0.07$. Likewise the lengths of the essays written with the aid of these plans were also of similar length (684.5 words using matched condition plans versus 675.5 words using plans in the mismatched condition, with t-tests confirming no significant difference where $p = 0.38$).

Plans and resultant essays were also holistically rated similarly whether in the matched or mismatched condition. On the nine-point plan rating scale the plans in the match condition were holistically rated at a mean average of 8.8, and plans in the mismatched condition where holistically rated at a mean average of 8.3, with no significant difference where $p = 0.12$ according to the t-test. Resultant English essays written using plans in the matched condition too were highly rated holistically at 14.7 on the fifteen-point essay rating scale. While the resultant English essays written using plans in the mismatched condition scored a similar 14.2. The t- test confirmed that there was no significant difference between the essay ratings according to condition, where $p = 0.38$. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of match/mismatch condition in experiment 3 see appendix XVII.

TABLE 19. MEANS FOR CONDITION IN EXPERIMENT 3

Variable	*Match*	*Mismatch*	***p***
Plan length	85.5 words	81.1 words	0.07 NS
Plan details*	16.4	16.3	0.87 NS
Plan quality**	8.8	8.3	0.12 NS
Essay length	684.5 words	675.5 words	0.38 NS
Essay quality***	14.74	14.2	0.06 NS

N = 10.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

The results obtained from experiment 3 seem to suggest that in the situated context of L1 Japanese advanced academic L2 English writers, there is little impact on varying the planning match/mismatch condition. When taking a cursory look at mean averages difference of dependent variables this finding seems to be at variance with the results found in experiments 1 and 2. A more in depth analysis and discussion comparing the results found in experiments 1, 2 and 3 is carried out in the stage three analyses of the present study, for further details see sections 2.3 and 3.3.

2.1.3.2 Topic

The effects of varying the independent variable of topic were investigated using data from experiment 3 to ascertain whether writing about the L1 related topic of *Oshogatsu* topic or the

L2 related topic of first week in an English-speaking country, had any effect on the plans and resultant essays produced by sample group C subject writers.

Similar to the results found when the independent variable of condition was investigated in experiment 3, there were no significant differences found in any of the dependent variables in either plans generated or resultant English essays produced by L1 Japanese expert L2 English subject writers anchored in Japan when the independent variable of topic was varied to either a topic where principle topic knowledge was acquired in Japanese (*Oshogatsu*) or a topic where principle topic knowledge was acquired in English (first week in an English-speaking country).

No perceived advantage in holistic ratings were found when subject writers wrote about the Japanese related topic of *Oshogatsu*. The plans were rated at a mean average of 8.7 on the nine-point plan rating scale and the resultant essays were rated at a mean average 14.4 on the fifteen-point essay rating scale. Compared to when the subject writers wrote about the English related topic, the plans scored a mean average of 8.4 and the resultant essays a mean average of 14.4. As can be seen the scores are very high for both plans and resultant essays regardless of the topic. Indeed the scores for the resultant essays are an identical mean average. The t-tests carried out confirmed that there were no significant differences between the plan scores of the two topics or the essay scores of the two topics (see table 20 below).

Plan lengths were also very similar for both topics. The mean average plan length for the *Oshogatsu* topic was 84.2 words, while for the English related topic it was 82.4 words. The t-tests confirmed that there was no significant difference where $p = 0.48$. In the same way the

essays on the two topics were also of similar mean average lengths, 683.3 words for the *Oshogatsu* Japanese related topic and 676.7 words for the English related topic, t-tests confirming no significant difference where $p = 0.52$.

The mean average numbers of details generated in the plans for each topic were 15.9 and 16.8 respectively for the *Oshogatsu* Japanese topic and the English topic. The t-tests showed that there was no significant difference between the number of details generated for each topic where $p = 0.13$. For the detailed tables produced in SPSS of the t-tests carried out on the mean averages for the independent variable of topic in experiment 3 see appendix XVII.

These results found in experiment 3 seem to imply that in the situated context of L1 Japanese advanced academic writers of L2 English, there is little influence on varying the topic of an essay to either an L1 related topic or an L2 related topic. When comparing the mean average differences in dependent variables values when varying the independent variable of topic in experiment 3 to the results found in experiments 1 and 2 there seems to be a divergence. A more in depth analysis and discussion comparing the results found in experiments 1, 2 and 3 is carried out in the stage three analyses of the present study, for further details see sections 2.3 and 3.3.

TABLE 20. MEANS FOR TOPIC IN EXPERIMENT 3

Variable	*Oshogatsu*	*First week in E.S.C.*	***p***
Plan length	84.2 words	82.4 words	0.48 NS
Plan details*	15.9	16.8	0.13 NS
Plan quality**	8.7	8.4	0.23 NS
Essay length	683.3 words	676.7 words	0.52 NS
Essay quality***	14.4	14.4	0.55 NS

N = 10.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

E.S.C. = English-speaking country

2.1.3.3 Plan language

The data collected from experiment 3 was analysed from the viewpoint of planning language alone. That is testing for any advantages and/or disadvantages of planning in L1 Japanese or L2 English regardless of topic or match/mismatch condition. However, there were no significant differences found in any of the dependent variables in either plans generated or resultant English essays produced by subject writers when the independent variable of planning language regardless of topic was varied.

When sample group C subject writers planned in Japanese they produced plans with a mean average of 83.7 words, 16.4 details and a holistic rating of 8.4. Compared to when they planned in English where the mean average length of plans was 82.9 words, 16.3 details and a

holistic rating of 8.7. As can be seen the three variables of plan length, number of details and holistic quality ratings were very similar whether the subject writer planned in Japanese or English. The t-tests confirm for all three of these variables that there were no significant differences between planning languages.

The resultant English essays produced using English plans or Japanese plans also showed no significant difference in length or holistic quality rating. Final English essays written using plans generated in Japanese averaged 678.6 words in length and scored a mean average holistic rating of 14.5 on the fifteen-point essay rating scale. Essays written using plans generated in English had a mean average length of 681.4 words and a mean average holistic rating of 14.4. The t-tests confirmed that there was no significant difference between essay lengths or quality according to holistic ratings, on account of using Japanese plans or English plans (see table 21 below).

TABLE 21. MEANS FOR PLAN LANGUAGE IN EXPERIMENT 3

Variable	*Japanese*	*English*	***p***
Plan length	83.7 words	82.9 words	0.75 NS
Plan details*	16.4	16.3	0.87 NS
Plan quality**	8.4	8.9	0.40 NS
Essay length	678.6 words	681.4 words	0.79 NS
Essay quality***	14.5	14.4	0.55 NS

N = 10.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

The results obtained from experiment 3 seem to suggest that in the situated context of L1 Japanese advanced academic writers composing in L2 English, there is little impact on varying the language of planning. This demographic of L2 writer was not specifically examined in either of Friedlander (1990) or Akyel's (1994) studies. However, when Akyel (1994) investigated and compared lower proficiency L2 writers with higher proficiency L2 writers, he found that where varying language of planning had some impact on lower proficiency L2 writers, higher proficiency L2 writers did not generate longer or better rated plans or resultant essays when varying the language of planning. This finding is similar to the results obtained from experiment 3 in the present study.

2.1.3.4 Summary of experiment 3 results

The results and anaylses for experiment 3 suggest that when L1 Japanese academics anchored in Japan, with an advanced level of English proficiency, write in L2 English, they do not benefit when they match the language they plan in with the topic or when the language and topic are not matched. Likewise the topic in and of itself or language of planning in and of itself does not affect lengths or quality of plans or final product essays whether the topic is related to or planned in L1 Japanese or L2 English. However, it must be acknowledged that the sample size for experiment 3 was relatively small and caution is needed before extending these findings to a wider range of advanced L2 writers.

2.2 Stage two results and analyses

In this section, the results presentation of the second stage of analyses, data from experiment 1 and experiment 2 (from the varying situated contexts of a language school in the U.K. and a university in Japan) are empirically compared and contrasted quantitatively in a causal-comparative approach to increase the external validity of the overall study and also the scope for generalisation of the results to an overall broader context and population. This is possible because demographic variables, such as age and English proficiency of participant sample populations, from experiment 1 and 2 are very similar. Subject writers from both sample groups A and B examined in experiments 1 and 2 respectively, were student L1 Japanese writers of L2 English at an upper intermediate English proficiency level, aged in their early twenties.

To ascertain whether the situational context has any significant effect on the quality or effectiveness of essay plans and their resulting L2 English essays all dependent variable data of plan length, plan details, plan quality, essay length and essay quality are compared from the perspective of being collected in the language school in the U.K. or the university in Japan in either, topic and planning language matched or mismatched condition, Japanese related topic or English related topic independent of planning language, or planned in Japanese language or English language independent of topic. All data collected from experiments 1 and 2 was compiled in SPSS 17.0 statistical computer software package to calculate mean averages and apply t-tests to assess if any differences found were significant.

First data and results are presented comparing the plans and essays produced by subject writers (sample group A) in the match condition at the language school in the U.K. with the plans and resultant essays produced by subject writers (sample group B) also in the match condition at the Japanese university. This is followed by data and results presented comparing the plans and essays produced by subject writers (sample group A) in the mismatch condition at the language school in the U.K. with the plans and resultant essays produced by subject writers (sample group B) also in the mismatch condition at the Japanese University. This is then repeated, but this time comparing plans and resultant essays in the match condition produced in the U.K. with plans and resultant essays in the mismatch condition produced in the Japan and comparing plans and resultant essays in the mismatch condition produced in the U.K. with plans and resultant essays in the match condition produced in the Japan (see table 22 below for a summary).

TABLE 22. STAGE TWO CONDITION DATA ANALYSES

U.K. (sample group A) match condition data vs. Japan Univ. (sample group B) match condition data
U.K. (sample group A) mismatch condition data vs. Japan Univ. (sample group B) mismatch condition data
U.K. (sample group A) match condition data vs. Japan Univ. (sample group B) mismatch condition data
U.K. (sample group A) mismatch condition data vs. Japan Univ. (sample group B) match condition data

Similarly, the plan and resultant essay data and results from both experiments 1 and 2 are then presented from the viewpoint of the variable of topic (independent of condition and planning language) and then the variable of planning language (independent of condition and topic). The independent variable is again the situated context of whether the data was collected from

subject writers in the language school in the U.K. or from the university in Japan (see tables 23 and 24 below).

TABLE 23. STAGE TWO TOPIC DATA ANALYSES

U.K. (sample group A) Japanese topic data vs. Japan Univ. (sample group B) Japanese topic data
U.K. (sample group A) English topic data vs. Japan Univ. (sample group B) English topic data
U.K. (sample group A) Japanese topic data vs. Japan Univ. (sample group B) English topic data
U.K. (sample group A) English topic data vs. Japan Univ. (sample group B) Japanese topic data

TABLE 24. STAGE TWO PLAN LANGUAGE DATA ANALYSES

U.K. (sample group A) Japanese plan lang. data vs. Japan Univ. (sample group B) Japanese plan lang. data
U.K. (sample group A) English plan lang. data vs. Japan Univ. (sample group B) English plan lang. data
U.K. (sample group A) Japanese plan lang. data vs. Japan Univ. (sample group B) English plan lang. data
U.K. (sample group A) English plan lang. data vs. Japan Univ. (sample group B) Japanese plan lang. data

2.2.1 Condition (match / mismatch)

When comparing the plans produced in the matched condition by sample group A subject writers in the U.K. with plans produced in the matched condition by sample group B subject writers in a Japanese university, no significant difference was found in the plan lengths. However, the plans generated by sample group A subject writers contained more details and scored higher on the nine-point plan rating scale than those plans generated by sample group B subject writers. Subject writers in the U.K. wrote plans with a mean average of 14.6 details

and a holistic rating of 7.5 whereas subject writers in the Japanese university wrote plans with a mean average of 13.1 details and a holistic rating of 6.5. The t-tests confirmed that there was a significant difference in plan details and quality produced in the two situated contexts where in both cases $p < 0.05$.

Similar to the plans, the resultant English essays written by sample group A subject writers in the U.K. with the aid of plans produced in the matched condition showed no significant difference in length with those resultant essays written using plans produced in the match condition by sample group B subject writers in a Japanese university. However, again like the plans, these essays written by the subject writers in the U.K. were holistically rated superior, on the fifteen-point essay rating scale, to those essays, using matched condition plans, written by subject writers in the Japanese university. The t-tests confirmed that there was a significant difference in the essay quality produced in the two situated contexts where $p < 0.05$ (see table 25 below).

A comparison of the mismatched condition plans and resultant essays produced by sample group A subject writers in the U.K. with mismatched condition plans and resultant essays produced sample group B subject writers in a Japanese university showed no significant difference in plan lengths. However, all the other dependent variables of; number of plan details, plan holistic quality rating, essay length and essay holistic quality rating were higher in the mismatched plans and resultant essays produced by produced by sample A subject writers in the U.K. The t-tests confirmed these to be significant differences (see table 26 below).

TABLE 25. CONDITION - SAMPLE GROUP A MATCH VS. SAMPLE GROUP B MATCH

Variable	*Smpl. Group A Match*	*Smpl. Group B Match*	***p***
Plan length	71.4 words	68.4 words	0.39 NS
Plan details*	14.6	13.1	0.01
Plan quality**	7.5	6.5	0.01
Essay length	331.2 words	300.9 words	0.07 NS
Essay quality***	12.7	10.4	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

TABLE 26. CONDITION - SAMPLE GROUP A MISMATCH VS. SAMPLE GROUP B MISMATCH

Variable	*Smpl. Group A Mismatch*	*Smpl. Group B Mismatch*	***p***
Plan length	46.2 words	38.6 words	0.08 NS
Plan details*	11.1	10.0	0.03
Plan quality**	5.5	4.6	0.01
Essay length	208.1 words	190.2 words	0.01
Essay quality***	9.3	8.3	0.02

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

An analysis of the plans and resultant essays produced in the match condition by sample group A subject writers in the U.K. with the plans and resultant essays produced in the mismatch condition by sample group B subject writers in the Japanese university showed that in all dependent variables there was a significant difference, confirmed by the t-tests, in favour of the plans and resultant essays written by sample group A subject writers. When on the other hand the plans and resultant essays produced in the mismatch condition by sample group A subject writers were analysed and compared with the plans and resultant essays produced in the match condition by sample group B subject writers in the Japanese university, it was the sample group B subject writers who scored higher in all dependent variables with significant differences confirmed by the t-tests (see tables 27 and 28 below).

TABLE 27. CONDITION - SAMPLE GROUP A MATCH VS. SAMPLE GROUP B MISMATCH

Variable	*Smpl. Group A Match*	*Smpl. Group B Mismatch*	***p***
Plan length	71.4 words	38.6 words	0.01
Plan details*	14.6	10.0	0.01
Plan quality**	7.5	4.6	0.01
Essay length	331.2 words	190.2 words	0.01
Essay quality***	12.7	8.3	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

TABLE 28. CONDITION - SAMPLE GROUP A MISMATCH VS. SAMPLE GROUP B MATCH

Variable	*Smpl. Group A Mismatch*	*Smpl. Group B Match*	***p***
Plan length	46.2 words	68.4 words	0.01
Plan details*	11.1	13.1	0.01
Plan quality**	5.5	6.5	0.01
Essay length	208.1 words	300.9 words	0.01
Essay quality***	9.3	10.4	0.03

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

These results suggest that subject writers benefit when they plan essays in the match condition of plan language and topic, and then use these plans to produce L2 English essays, regardless of their situated context. That is to say L1 Japanese writers of L2 writers are at an advantage, certainly in terms of the principle dependent variables of plan quality and essay quality, when they plan their essays in the language the topic knowledge was acquired in, regardless of whether that is Japanese or English, or whether the situated context is in an Anglophone country of their home country of Japan. These results when viewed along with Friedlander's (1990) study of L1 Chinese writers of L2 English in an American university, allow us to consider the real advantages of L2 writers planning in the match condition of language and topic in several varied situated contexts.

It should be noted that when comparing the mismatched plans and resultant essays in both situated contexts of the U.K. and a Japanese university, subject writers in the English school

in the U.K. generally produced superior plans and essays than those subject writers who produced mismatched plans and resultant essays in the Japanese university. The possible reasons for this will be examined in the discussion in section 3.2.

2.2.2 Topic

The holistic quality ratings were the only dependent variables that showed any significant difference when examining the plans and resultant essays on the Japanese topic of *Oshogatsu* produced by sample group A subject writers in the U.K. with plans and resultant essays on the same Japanese topic of *Oshogatsu* produced by sample group B subject writers in a Japanese university. The plans on the topic of *Oshogatsu* generated by sample group A subject writers were holistically rated at a mean average of 7.0 on the nine-point plan rating scale, whereas the plans on the same topic generated by sample group B subject writers were holistically rated at a mean average of 6.0, the t-tests confirming a significant difference where $p < 0.05$. Following on from that, the resultant essays, relative to the plans, were holistically rated at a mean average of 11.9 and 10.1 on the fifteen-point essay rating scale, the t-tests confirming a significant difference where $p < 0.05$.

The other dependent variables of plan length, number of details in the plan and essay length were found to have no significant difference when subject writers in the U.K. or in the Japanese university planned and wrote essays about the Japanese topic of *Oshogatsu* (see table 29 below).

These results differed when the topic in question was an English related topic. When comparing the plans and resultant essays on an English related topic produced by sample group A subject writers in the U.K. with plans and resultant essays on an English related topic produced by sample group B subject writers in a Japanese university, significant differences were found in most of the dependent variables. The plans on the English topic generated by subject writers in the U.K. were on average longer, contained more specific detail ideas, and were holistically rated superior to the plans generated by subject writers in the Japanese university. The resultant essays too, on the English related topic written by sample group A subject writers, were also on average rated higher. The significant differences were verified for all these dependent variables by the t-tests (see table 30 below). Only the dependent variable of essay length was shown not to have a significant difference when the subject writers in the two situated contexts wrote about an English related topic.

TABLE 29. TOPIC - SAMPLE GROUP A JAPANESE TOPIC VS. SAMPLE GROUP B JAPANESE TOPIC

Variable	*Group A Japanese Topic*	*Group B Japanese Topic*	***p***
Plan length	51.4 words	47.5 words	0.52 NS
Plan details*	12.3	11.6	0.34 NS
Plan quality**	7.0	6.0	0.01
Essay length	268.0 words	250.7 words	0.38 NS
Essay quality***	11.9	10.1	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

TABLE 30. TOPIC - SAMPLE GROUP A ENGLISH TOPIC VS. SAMPLE GROUP B ENGLISH TOPIC

Variable	*Group A English Topic*	*Group B English Topic*	***p***
Plan length	66.1 words	59.5 words	0.02
Plan details*	13.4	11.5	0.01
Plan quality**	6.1	5.1	0.01
Essay length	271.3 words	240.3 words	0.07 NS
Essay quality***	10.1	8.6	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

When the plans about the *Oshogatsu* Japanese topic produced by sample group A subject writers in the U.K. were analysed against the plans about an English related topic produced by sample group B subject writers in a Japanese university, no significant difference was established in the plan lengths or the number of details generated in the plans. However, the mean average holistic plan rating was found to be higher for the Japanese topic plans produced by subject writers in the U.K. (7.0 on the nine-point plan rating scale versus 6.0, with the t-tests confirming a significant difference where $p < 0.05$). Likewise the resultant essays written using these plans were holistically rated at a higher mean average of 11.9 on the fifteen-point essay rating scale for essays about the Japanese topic produced in the U.K., and only 8.6 for the essays about the English related topic produced in the Japanese university situated context. The t-test confirmed a significant difference where $p < 0.05$. No significant difference was found in the essay lengths.

In the case of plans generated about the English topic by sample group A subject writers in the Anglophone situated context of the U.K., when compared with the plans generated about the *Oshogatsu* Japanese topic by sample group B subject writers in the L1 home situated context of a Japanese university, significant differences were found. Plan lengths were longer and contained more details when they were produced in the U.K. by sample group A subject writers about an English related topic, than when plans were produced about the Japanese topic by sample group B subject writers in a Japanese university (see table 32 below). However, the plans were holistically rated very similarly with no significant difference according to the t–tests at 6.1 on the nine-point plan rating scale for the English topic plans produced in the U.K. and 6.0 for the Japanese topic plans produced in Japan. No significant differences were found in either the mean average length of the resultant essays or their holistic ratings.

TABLE 31. TOPIC - SAMPLE GROUP A JAPANESE TOPIC VS. SAMPLE GROUP B ENGLISH TOPIC

Variable	*Group A Japanese Topic*	*Group B English Topic*	***p***
Plan length	51.4 words	59.5 words	0.10 NS
Plan details*	12.3	11.5	0.20 NS
Plan quality**	7.0	5.1	0.01
Essay length	268.0 words	240.3 words	0.12 NS
Essay quality***	11.9	8.6	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

TABLE 32. TOPIC - SAMPLE GROUP A ENGLISH TOPIC VS. SAMPLE GROUP B JAPANESE TOPIC

Variable	*Group A English Topic*	*Group B Japanese Topic*	***p***
Plan length	66.1 words	47.5 words	0.01
Plan details*	13.4	11.6	0.01
Plan quality**	6.1	6.0	0.94 NS
Essay length	271.3 words	250.7 words	0.27 NS
Essay quality***	10.1	10.1	0.90 NS

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

These results indicate that overall subject writers when writing about a Japanese topic do not differ in the length of the plans and final L2 English essays they produce whether they are in studying in an Anglophone situated context or in the situated context of their home country. Although they do produce a higher quality of plan and final L2 essay when in the Anglophone situated context. However, when student subject writers plan and write about an L2 English related topic they not only produce plans and resultant essays with superior holistic quality ratings, but also superior plans in terms of length and details recalled in an L2 Anglophone situated context rather than when they plan and write essays about an L2 English related topic in the L1 dominant situated context of their home country. The possible reasons for this will be discussed in section 3.2.

English essays and their plans about an L1 Japanese topic written by student subject writers in the Anglophone situated context (U.K.) were rated superior than English essays and their plans about an L2 English topic written by student subject writers in the situated context of their home country (Japan). No such advantage was found for English essays about an L2 English topic written by student subject writers in the Anglophone situated context when compared with English essays about an L1 Japanese topic written by student subject writers in the situated context of their home country. In fact they were holistically rated at an identical mean average and were similar in length. The possible reasons for these results will be examined in the discussion in section 3.2.

2.2.3 Plan language

When examining plans and resultant essays from the viewpoint of the language used in planning, regardless of topic, in the two situated contexts of subject writers in a language school in the U.K. and subject writers in a Japanese university some significant differences were found. Comparing plans generated by sample group A subject writers in the U.K. operating in the Japanese language with sample group B subject writers in a Japanese university also operating in the Japanese language, significant differences were found in plan lengths and the number of specific topic details recalled in the plans. Sample group A subject writers planning in the Japanese language averaged 14.2 details with a mean average holistic plan rating of 6.3 on the nine-point holistic plan rating, while sample group B subject writers also planning in the Japanese language only averaged 12.6 details with a mean average holistic plan rating of 5.3. The t-tests confirmed these differences were significant. Although

there were no significant differences found in the plan lengths or resultant essay lengths between the situated contexts when subject writers were planning in the Japanese language. However, the essays written with the aid of plans generated in the Japanese language by the sample group A subject writers in the U.K. were holistically rated superior (at a mean average of 10.8 on the fifteen-point essay quality rating scale) to the essays using plans also generated in the Japanese language by sample group B subject writers in a Japanese university (mean average of 9.0). The t-tests acknowledged the difference in ratings as significant where $p < 0.05$.

Similar results were found when comparing plans and essays written by subject writers in the two situated contexts of the U.K. and Japan when planning in L2 English regardless of topic. Sample group A subject writers planning in English, on average, scored higher on their holistic ratings for both their plans and resultant essays than sample group B subject writers also planning in English. Significant differences were only found for the variables of plan and resultant essay holistic quality ratings. The plan lengths and essay lengths were found to be similar in both situated contexts when subject writers planned in English. Unlike when planning in Japanese, the number of specific details recalled during planning also did not exhibit significant differences, when planning in English, between the two situated contexts (see table 34 below).

TABLE 33. PLAN LANGUAGE - SAMPLE GROUP A JAPANESE PLAN LANGAUGE VS. SAMPLE GROUP B JAPANESE PLAN LANGUAGE

Variable	*Group A Japanese plan lang.*	*Group B Japanese plan lang.*	***p***
Plan length	69.5 words	61.8 words	0.05 NS
Plan details*	14.2	12.6	0.01
Plan quality**	6.3	5.3	0.01
Essay length	263.1 words	240.7 words	0.27 NS
Essay quality***	10.8	9.0	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

TABLE 34. PLAN LANGUAGE - SAMPLE GROUP A ENGLISH PLAN LANGAUGE VS. SAMPLE GROUP B ENGLISH PLAN LANGUAGE

Variable	*Group A English plan lang.*	*Group B English plan lang.*	***p***
Plan length	48.0 words	45.2 words	0.58 NS
Plan details*	11.4	10.5	0.10 NS
Plan quality**	6.7	5.9	0.01
Essay length	276.3 words	250.4 words	0.11 NS
Essay quality***	11.3	9.7	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

No significant differences were found when comparing the resultant essays written using plans generated in Japanese (regardless of topic) by sample group A subject writers in the U.K., and the resultant essays written using plans generated in English (regardless of topic) by sample group B subject writers in a Japanese university. However, the actual plans themselves were found to be longer and contained more specific topic details when produced in Japanese by subject writers in the U.K. The t-test confirmed a significant difference. No significant difference was found between the holistic ratings of Japanese language plans produced by subject writers in the U.K. and English language plans produced by subject writers in a Japanese university (see table 35 below).

An interesting result found when comparing plans produced in English by sample group A subject writers in the U.K. and plans produced in Japanese by sample group B subject writers in a Japanese university was that the Japanese plans generated by sample group B subject writers were longer in length than the English plans generated by sample group A subject writers, but were holistically rated lower. The resultant essays produced from these plans when compared were of similar length, however the essays written using the English plans prepared by subject writers in the U.K. were holistically rated superior to the resultant essays written using the Japanese plans generated by subject writers in a Japanese university. The differences found in these dependent variables were verified as significant by the t-test analyses (see table 36 below).

TABLE 35. PLAN LANGUAGE - SAMPLE GROUP A JAPANESE PLAN LANGAUGE VS. SAMPLE GROUP B ENGLISH PLAN LANGUAGE

Variable	*Group A Japanese plan lang.*	*Group B English plan lang.*	***p***
Plan length	69.5 words	45.2 words	0.01
Plan details*	14.2	10.5	0.01
Plan quality**	6.3	5.9	0.24 NS
Essay length	263.1 words	250.4 words	0.47 NS
Essay quality***	10.8	9.7	0.07 NS

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

TABLE 36. PLAN LANGUAGE - SAMPLE GROUP A ENGLISH PLAN LANGAUGE VS. SAMPLE GROUP B JAPANESE PLAN LANGUAGE

Variable	*Group A English plan lang.*	*Group B Japanese plan lang.*	***p***
Plan length	48.0 words	61.8 words	0.01
Plan details*	11.4	12.6	0.06 NS
Plan quality**	6.7	5.3	0.01
Essay length	276.3 words	240.7 words	0.06 NS
Essay quality***	11.3	9.0	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high*

The above results regarding language of planning in the two situated contests suggest that overall there is no clear evidence to suggest that planning in a particular language in the particular situated context of an Anglophone country or L1 home country is advantageous in producing L2 English essays. Rather it is the situated context itself that may indicate the advantage. When comparing planning in Japanese between both student subject writers in an Anglophone country and their L1 home country, it was the student subject writers in the Anglophone country that produced higher quality rated plans and resultant essays, although this difference was not supported by an increase in length of plans or resultant essays. This result was echoed when comparing the use of English to plan between both student subject writers in an Anglophone country and their L1 home country. Again the student subject writers in the Anglophone country wrote higher quality rated plans and resultant essays, and again these differences were not supported by an increase in length of plans or resultant essays.

Although the Japanese plans were found to be longer and containing more details when comparing essays written by student subject writers in an L2 Anglophone situated context using L1 Japanese plans, with essays written by student subject writers their L1 home country using L2 English plans. No advantage was noted for the actual resultant final L2 English essays.

Essays written using L2 English plans by student subject writers in the L2 Anglophone situated context were holistically rated higher than essays written using L1 Japanese plans by subject writers in the L1 home country situated context. This may indicate some benefit in a match of plan language and the dominant language in the situated context environment.

However, the superior essay quality rating was not substantiated by an increase in essay length, in fact the essays in both situated contexts with matching plan language were of similar lengths. The possible reasons for the above results concerning planning language and situated context is discussed in section 3.2.

2.2.4 Summary of stage two results

The results for the stage two analyses compared data collected from sample group A subject writers who produced their plans and L2 English essays in a language school in an Anglophone country situated context, with data collected from sample group B subject writers who produced their plans and L2 English essays in a university in the situated country of their home country of Japan. Overall both sample groups follow similar trends when varying the independent variables of condition, topic and planning language. Although the levels at which they do so are not the same.

When an overview comparison of the data obtained from sample group A subject writers is made with sample group B data, without focusing on the condition, topic or language of planning per se, it is the student subject writers in the Anglophone dominant situated context of the U.K. that produced L2 final essays with higher quality ratings. That is to say, when the data from sample groups A and B was analysed together with the only independent variable being the situated context. As well as the resultant essays, the plans themselves generated by group A subjects writers were also rated higher and containing more specific recalled details. It is interesting to note that no significant differences were found in either the length of the

plans or the length of the resultant essays produced by the subject writers in the two situated contexts (see table 37 below). Possible reasons for these findings are discussed in section 3.2.

TABLE 37. OVERVIEW COMPARISON OF DATA FROM SAMPLE GROUP A AND SAMPLE GROUP B

Variable	*Sample group A in the U.K*	*Sample group B in Japan*	***p***
Plan length	58.8 words	53.3 words	0.14 NS
Plan details*	12.8	11.5	0.01
Plan quality**	6.5	5.6	0.01
Essay length	269.7 words	245.6 words	0.06 NS
Essay quality***	11.0	9.3	0.01

N = 80.

** Number of specific details.*

*** Scale = 0-9, with 9 high.*

**** Scale = 0-15, with 15 high.*

2.3 Stage three results and analyses

In this section, data from experiment 1 and experiment 2, collected from the varying situated contexts of students in a language school in the U.K. and a university in Japan, are compared and contrasted in a hermeneutic and qualitative case study approach with data from experiment 3 collected from L1 Japanese academics who are advanced proficiency L2 English writers. The situated context of these subject writers in experiment 3 placed them as academics who, are anchored in Japan. The meaning of "anchored" implies that although

these subject writers are Japanese L1 native speakers resident in Japan they have all spent time living abroad or still visit Anglophone countries (Sasaki, 2000). Therefore as this third sample group although consists of L1 Japanese writers of L2 English, they are still nevertheless, rather different demographically from the subject writers that make up the sample groups examined in experiments 1 and 2. Another point which must be taken into consideration is that the number of subject writers tested in experiment 3 was only 10 participant subject writers, this is far below the number of 40 subject writers investigated in each experiment 1 and 2.

Therefore, the comparisons between the data and results obtained from experiments 1 and 2 with data and results collected from experiment 3 would not provide sufficient experimental validity if done on a strict quantitative statistical or even in a causal-comparative way as the results in analyses stages one and two were carried out. However, notwithstanding these differences, it is still of immense interest to compare the results found in experiments 1 and 2 with those found in experiment 3 in a hermeneutic and qualitative approach. One of the principal reasons for this is that that the subject writers in experiment 3 may well represent the "ideal" L2 English writer that student subject writers in experiments 1 and 2 aspire to emulate. Another reason is to increase the external validity of the overall study and also the scope for generalisation of the results to an overall broader context and population.

Although the results for analyses stage three will be presented in this section, because of the absence of t-tests and statistical analyses the results section for analyses stage three will be less detailed, shorter and more observational and anecdotal in nature than the results sections for analyses stages one and two. However, a more detailed hermeneutical analysis and

explanation of the results for analyses stage three are presented and examined in the discussion chapter (section 3.3) following this results section.

2.3.1 Condition (match / mismatch)

As outlined in the results of experiment 3 in stage one analyses, no significant difference was found in the data obtained from sample group C consisting of L1 Japanese academics anchored in Japan who are advanced L2 English writers when comparing plans and resultant essays in the match and mismatch conditions. This was not the case for the data collected from sample groups A and B in experiments 1 and 2, where in both experiments plans and resultant essays were longer, contained more details and were rated higher when they were in the match condition.

However, it is interesting to note that in experiment 3 all the dependent variables of plan length, plan details, plan quality rating, essay length and quality rating for plans and resultant essays in the mismatch condition were higher on average than the mean averages for the same dependent variables of plans and essays produced in the advantageous match condition in both experiments 1 and 2. In fact the resultant essays produced using mismatch condition plans (a disadvantageous condition in experiments 1 and 2) in experiment 3 were on average twice as long as the essays written using plans in the advantageous match condition in experiments 1 and 2. As the resultant essays produced using match condition plans in experiment 3 were similar in length to essays produced using mismatch plans, these too were

on average twice as long as the essays written with the aid of plans in the match condition in experiments 1 and 2 (please refer to tables 13, 16 and 19).

Overall whether in the matched or mismatched condition, plans and resultant essays produced by sample group C advanced L2 English writers anchored in Japan were consistently longer, more detailed and holistically rated higher than the plans or resultant essays produced by the student subject writers of experiments 1 and 2 in an Anglophone country or in Japan. Although this result may have been expected due to the differences in English proficiency levels, the emphatic manner in which this was confirmed in the results in informative as well as the inference that the benefit of planning in the match condition found for subject writers in experiment 1 and 2 is, for all intents and purposes, nullified for subject writers in experiment 3.

2.3.2 Topic

Similar to when comparing match and mismatch condition data obtained from sample group C subject writers, when the data from their plans and resultant essays were compared from the viewpoint of an L1 Japanese related topic with an L2 English related topic no significant differences were found. This was dissimilar to the data collected from sample groups A and B in experiments 1 and 2, where in both these experiments plans and resultant essays were rated higher when subject writers wrote about the L1 Japanese topic of *Oshogatsu*, but the plans on their own were longer when subject writers were given the topic related to L2 English.

Where there was a difference in essay holistic quality rating in both experiments 1 and 2, with a significant higher rating in both experiments for essays on the L1 Japanese related topic, the holistic quality rating for essays written in experiment 3 were on average exactly the same at 14.4 on the fifteen-point essay rating scale. The final essays lengths in experiment 3 were also of very similar lengths for both topics. Not only does this indicate that sample group C subject writers were equally comfortable writing about an L1 Japanese topic or an L2 English related topic, the actual ratings they achieved for their final L2 English essays and the lengths of these essays far outstripped on average the final L2 English essays written by subject writers in experiments 1 and 2. This is regardless of whether subject writers in experiments 1 and 2 wrote on the higher rated L1 Japanese topic of *Oshogatsu* or the L2 English related topic.

The plans too showed similar findings. Whether sample group C subject writers in experiment 3 planned about the L1 Japanese topic of *Oshogatsu* or the L2 English related topic, on average they consistently generated longer plans with more specific details recalled during the planning, than sample groups A and B subject writers in experiments 1 and 2. The higher English proficiency of the subject writers in sample group C, may account for the higher rated and longer final L2 essays, but it is of interest to note that during planning they were able to, on average, recall more specific details about either of the two topics than subject writers in experiments 1 and 2. It should be noted that this skill of recalling more details from memory is not necessarily related to English proficiency levels (please refer to table 14, 17 and 20).

2.3.3 Plan language

When comparing the data from sample group C subject writers, from the viewpoint of whether they planned in Japanese or English, no significant differences were found in their plans or resultant essays. Conversely, sample groups A and B subject writers in both experiments 1 and 2 on average generated longer plans and recalled more specific details when they planned in L1 Japanese. However, analogous to sample group C subject writers in experiment 3, the resultant L2 English essays produced by sample groups A and B subject writers in both experiments 1 and 2 were not, on average, significantly different in length or quality rating whether they were written using plans generated in Japanese or English.

When comparing plans generated in L1 Japanese and their resultant essays by sample group C subject writers in experiment 3, with plans generated in L1 Japanese and their resultant essays by subject writers in experiments 1 and 2, all the dependent variables of plan length, plan details, plan quality rating, essay length and quality rating were higher on average for the plans and resultant essays written by the sample group C subject writers. The same is true when the plans generated in L2 English and their resultant essays were compared between the three experiments.

Similar to when comparing the data obtained from experiment 3 with data obtained from experiments 1 and 2 in the viewpoints of condition and topic, this result may have been expected due to the differences in English proficiency levels, and again the inferred confirmation of this in the results is informative. What cannot be attributed to higher English proficiency however, is the higher number of details recalled during planning by sample

group C subject writers regardless of whether they generated their plans in Japanese or English when compared to the number of details generated by subject writers from sample groups A and B in experiments 1 and 2 (please refer to tables 15, 18 and 21). For a discussion on possible reasons see section 3.3.

2.3.4 Summary of stage three results

What seems to be clear is that the results obtained in experiments 1 and 2 in the situated contexts of Japanese student L2 writers in a language school in an Anglophone country and Japanese students in a university in their home country where their L1 is the dominant language are some what consistent with each other, especially when viewed from the benefits of planning an L2 essay in a matched condition. This uniformity of results agrees with the findings of Friedlander's (1990) study of Chinese student L2 writers in an Anglophone university. However when subject writers are in the different situated context, as in experiment 3 of the present study, of having a higher English proficiency level, the findings are not consistent. The sample C subject writers in experiment 3 were not significantly affected when the independent variables of condition, topic, or language of planning were varied. In particular they did not exhibit any positive advantage when in the matched condition of planning language and topic, which was the case for both sample groups A and B subject writers in experiments 1 and 2. The reason for this lack of homogeneity across the three situated contexts in the three experiments found in analyses stage three are presented and examined in the discussion chapter (section 3.3) following this results section.

2.4 Questionnaire and interview results

As part of the multimodal nature of the present study, all three experiments included gathering data elicited from questionnaires and group interviews. Two post writing task questionnaires were administered. The first was a demographic questionnaire used to obtain background information about the subject writers. The second was a planning attitude questionnaire aimed at gathering information about subject writers' previous experiences and feelings about planning when writing both L1 and L2 essays (see appendices III, IV, V and VI). The interviews conducted after the questionnaires were limited to small focus group interviews. These group interviews were used to gain an insight into the attitudes, perspectives and opinions of the subject writers when they write in L2 English.

2.4.1 Demographic questionnaire responses

The demographic questionnaire was used to triangulate the subject writers' English proficiency level self-perception with the proficiency level they had been placed in by their language school or university for sample group A and B subject writers. For sample group C subject writers who had all published in L2 English, it was a key method of confirming their English proficiency level.

Apart from confirming their English language proficiency, subject writers gave other background demographic information, which has been explained in some detail when introducing the participant subject writers (see section 1.3). Aspects such as subject writers'

motivation and asperations have also been covered in section 1.3, however where these are pertinent to give possible explanations to the Emperical results and analyses obtained from the three experiments conducted, demographic questionnaire responses will also be referred to in the discussions in chapter 3.

2.4.2 Planning attitude questionnaire responses

The planning attitude questionnaire was made up of six questions and aimed to gather information on subject writers' experiences of formal instruction in writing essays in L1 Japanese and L2 English, their attitudes and feelings towards planning prior to writing an essay in Japanese or English, their opinions concerning what they focus on when they write an English essay and finally their perceptions of the effectiveness of planning in Japanese or English when writing an English essay in particular relation to the two topics they were asked to write about in the present study. Data responses obtained from the planning attitude questionnaire were quantitatively analysed and are presented in this section, while the response results are tabulated in appendix XIX. Additionally where relevant the responses will be used in chapter 3 when discussing possible explanations for the findings in the present study.

The first question inquired whether subject writers had received any prior training in planning essays they wrote in L1 Japanese. 70% of sample group A subject writers responded in the affirmative, while only 35% of sample group B subject writers and 50 % of sample group C subject writers also confirmed that they had. The second question asked whether subject

writers had received any training from teachers in planning essays they wrote in L2 English. In this case the subject writers in sample group A, studying in the language school in the U.K., all answered 100% that they had received training in writing plans before writing a L2 English essay. 77.5% of sample group B subject writers and 70% of sample group C subject writers indicated they had received prior training in planning L2 English essays during English language classes. It can be seen that the majority of all the subject writers have received prior training in planning an L2 English essay with notes. The highest percentage was sample group A subject writers who had all received training, it was confirmed in the group interviews that this had been formal training during writing classes at their language school in the U.K. In the case of being trained to plan before writing an L1 Japanese essay the results were more varied with overall less subject writers having been taught to plan.

Questions 3 and 4 asked subject writers about their own preferences when composing in L1 Japanese or L2 English. When writing a Japanese essay 65% of sample group A subject writers responded that they prefer to make notes and a plan before writing the actual essay, whereas 25% responded that they prefer to write their Japanese essays directly. 2.5% of sample group A subject writers responded that they prefer to write an initial draft, and 7.5% said they would rather make both a plan and an initial draft. For sample group B subject writers, 82.5% said they prefer to write L1 Japanese essays directly, 10% prefer to make notes and a plan, 5% prefer to write an initial draft and 2.5% would rather write a plan with an initial draft. An overwhelming majority of 90% of sample group C subject writers prefer to write L1 Japanese essays directly, and only 10% prefer to make notes and a plan.

When asked about their preferences when writing an L2 English essay, 75% of sample group A subject writers responded that they prefer to make notes and a plan before writing the actual essay, whereas only 2.5% responded that they prefer to write an initial draft, and 22.5% said they would rather make a plan and an initial draft. No sample group A subject writer responded that they would prefer to write an L2 English essay directly. For sample group B subject writers, 25% said they prefer to write L2 English essays directly, 65% prefer to make notes and a plan, 2.5% prefer to write an initial draft and 7.5% would rather write a plan with an initial draft. Surprisingly none of the sample group C subject writers prefer to write L2 English essays directly, whereas 40% indicated that they prefer to make a plan with notes prior to writing the essay and 60% prefer to write an initial draft.

It can be seen that there is a preference for sample group A subject writers to do some kind of pre-writing and planning when writing a L2 English essay. It may be assumed this is due to the formal training that all sample group A subject writers have received in planning an L2 English essay. Sample group C subject writers also prefer to do some pre-writing, with just slightly more than half preferring to write an initial draft and the rest a plan. A slight majority of sample group B subject writers also prefer some kind of pre-writing when composing an L2 English essay, but the majority prefer to write an L1 Japanese essay directly. The same is true for sample group C where the overwhelming majority prefer to write L2 Japanese essay directly. Sample group A subject writers prefer, on the whole, to plan an L1 Japanese essay rather than writing it directly. It may be speculated that this is due to a larger number of them having received prior training in planning an L1 Japanese essays. The positive accumulative effect of regularly planning L2 English essays, leading to a habit in planning compositions generally in any language was intimated during the sample group A interviews.

Question 5 asked subject writers what aspect or aspects do they pay the most attention to when writing in L2 English. The results were quite varied and the detailed table of responses can be seen in appendix XIX. Sample groups A and C seemed to focus on having sufficient relevant ideas to write about, while sample group B subject writers' responses indicate that they concentrated on functional points such as correct grammar and vocabulary. Some sample group A and C subject writers also acknowledged that thinking about the organisation of their L2 English writing was important to them too.

Question 6 inquired about the attitudes of subject writers towards using either their L1 Japanese or L2 English when planning an essay written in English on the Japanese related topic of *Oshogatsu* or on an English experience related topic. The clear majority of both sample groups A and B subject writers responded that they preferred to plan about the Japanese topic in L1 Japanese, with a higher percentage of sample group B subject writers having this preference (77% sample group A and 90% sample group B). The responses from sample group C subject writers was a little more even, but only 40% said they preferred to use Japanese and 60% said they preferred to use English when planning an English essay on the Japanese topic. The responses given when queried about their preferences while planning an English essay on an English related topic, the majority of sample group A subject writers preferred planning in English, as too did sample group C subject writers (67.5% and 60% respectively). The difference between preferring to plan in English or Japanese on the English related topic was slightly less marked for sample group B subject writers where 55% preferred to plan in English, while only slightly less 45% favoured planning in Japanese.

Some of the reoccurring reasons given by subject writers in response to question 6 for preferring to plan in Japanese on the Japanese related topic were as follows;

- I can naturally think about this topic in Japanese.
- I have never really thought about this topic in any other language than Japanese.
- I don't know some of the words I need to write about this topic in English.
- I can plan and express myself better in Japanese.
- This is a Japanese topic so I should think in Japanese.

Several reasons given for preferring to plan in English on the Japanese related topic included;

- If I am going to write the essay about this topic in English, I shouldn't use Japanese.
- I don't want to waste time translating Japanese notes into English.
- I feel it is more natural to plan an English essay in English.

Some of the reasons given for preferring to plan in English on the English related topic were as follows;

- It is an English topic so I should use English.
- Mostly I experienced this topic listening and speaking in English.
- Planning in English makes me think more in a detailed way.
- I am used to planning in English.
- It would be a waste of time to think in Japanese about this topic and then write in English.

Several of the reasons given for preferring to plan in Japanese on the English related topic included;

- It's easier to remember the emotions I felt during my first week in Japanese.
- I can think more deeply about this topic in Japanese.
- I can think of more points using Japanese.
- I'll make fewer mistakes in Japanese.

This concludes the presentation of the responses obtained from the planning attitude questionnaire. The responses are utilised and examined again where relevant in chapter 3 when discussing possible explanations for the findings and results of the overall study.

2.4.3 Group interview responses

The questions in all the focus group interviews were fairly open-ended and based primarily on the questions from the planning attitude questionnaire as prompts and using the questionnaires themselves as an interview schedule. The first question asked in all the group interviews was whether the subject writer interviewees had any training in how to plan before writing either a Japanese essay or an English essay. All four interviewees in experiment 1 replied that they had been trained to plan an English essay during their English classes in the U.K., and they all also had been taught how to plan a Japanese essay in either junior or senior high school. All agreed that it had been very useful to learn how to plan an English essay and that they had used previously learned strategies during the current study. All interviewees in experiment 2

stated that they had been trained how to plan an English essay but none of them said they had been explicitly taught how to plan a Japanese essay. This was surprising as at least some of the respondents to the similar question in the planning attitude questionnaire responded by saying they either had not received any English essay plan training and some Japanese essay plan training (see section 2.2.4). All interviewees in experiment 3 confirmed that they had some training in planning an English and Japanese essay. One interviewee admitted that she had learned to plan an English essay fairly recently and not at school or university but at a workshop she had taken to improve her English writing for publishing.

All of the interviewees in experiment 1 said they had been trained to write an English essay with a plan. One interviewee mentioned that he never used to plan his English compositions. But when he came to the U.K. one of his first writing classes was about how to plan before writing an essay. He mentioned that this was very useful especially for pressure situations like exams where it is often difficult to start writing an English essay. But he went on to admit that when he wrote e-mails he never planned them, rather he just wrote them spontaneously. Other interviewees agreed with him. Two interviewees in experiment 2 stated a preference for planning before writing an English essay. One interviewee said she preferred to write a plan and then an initial draft, which she would like a teacher to check. Although she admitted in an exam situation this is not possible, but if she was writing a report, for example, about her summer vacation she would like it to be checked for grammar mistakes before submitting a final draft. A fourth student said he didn't see the point of planning an English essay. When asked if he had been taught how to plan, he said he had but he still felt it was a waste of time. Three of the interviewees in experiment 3 stated that they would not normally plan an English essay text and would rather start writing directly and then

redraft as necessary. One interviewee mentioned that she preferred to plan and make notes before she wrote in English. This was the same interviewee who had recently been on a workshop to help with her English journal article writing. She went on to explain that she found it easier to write once she had thought out a framework and put it on paper in the form of a plan, then she could flesh out here ideas into paragraphs and sections. She said her plan helped her to visualise her complete final text.

The interview question that asked what aspects the subject writer interviewees pay most attention to when composing in English yielding some interesting answers. On the whole it seemed that interviewees from sample group A in experiment 1 agreed that their focus was on expressing relevant ideas. One interviewee felt quite strongly that he wanted to express himself and didn't worry too much about whether his "grammar was 100% correct". The other three interviewees seemed to agree that since coming to the U.K. they had had to constantly write in English everyday, whether it was in class diaries, essays or e-mails. This had made them comfortable writing in English and less prone to worry about making mistakes as long as they could express their ideas and views. This was quite different from the responses given by sample group B interviewees in experiment 2. They seemed to be quite concerned with correct grammar and spelling. One interviewee said she disliked writing essays in English as it always reminded her of tests, in particular the TOEFL examination. She explained she felt anxiety when she had to write more than a couple of paragraphs in English. This was a sentiment that the other three interviewees readily agreed with. They all mentioned that whenever they wrote an English essay it was usually for an exam or exam preparation. When they were asked if they felt this way when they had to write shorter forms of English text for example e-mails, the interviewees said they didn't often have the occasion

to write e-mails in English. Interviewees from sample group C in experiment 3 seemed to be more similar to interviewees from sample group A. They agreed that conveying their ideas in a relevant fashion was the most important focus. One interviewee explained that often he would be writing English for work, so naturally he was concerned whether he was able to express his ideas the same way as a "native speaker of English" would. All interviewees in experiment 3 were also very aware that when they wrote English at their jobs and for publication that they would come under scrutiny from "native English speakers". One interviewee explained that although content was what was most important, he "couldn't completely forget about spelling or grammar".

When interviewees in experiment 1 and 2 were asked about which language they preferred to plan in when writing about a L1 Japanese topic, all eight interviewees responded by saying they would prefer to plan in Japanese. One interviewee in sample group A confirmed what she had written in her response in the planning attitude questionnaire, that it felt more natural to think about *Oshogatsu*, Japanese New Year, in Japanese as it was a festival unique to Japan. Another interviewee mentioned that he felt more confident recalling details about *Oshogatsu* in Japanese. One interviewee in sample group B who had planned her *Oshogatsu* essay in English said that even though she was asked to plan in English, she had thought about the topic in Japanese before writing out her plan in English. When asked why she did that, she said that she found it quicker and easier to think about it in Japanese, but she couldn't exactly say why. Contrastingly, when the interviewees from sample group C in experiment 3 were asked the same question, all the interviewees agreed they that they had no preference whether to plan in Japanese or English. One of the interviewees went on to explain that he had often discussed Japanese New Year with non-Japanese friends when

living in America and therefore felt comfortable expressing his views about it in English as well as Japanese. When asked if this made it easy to recall information about *Oshogatsu* during planning in English, he replied it did.

Interviewees in experiment 3 also agreed that they had no preference to plan an English topic in English and could do it just as easily in Japanese. When pushed further, they admitted that they would probably plan it in English but felt in no way at a disadvantage if they had to do it in Japanese. One interviewee explicitly stated that a plan was just a quick reference to write an essay and therefore it didn't matter which language she used. Also she explained that as no-one else would see the plan in a real writing situation meant that the plan was for personal use to jot down salient points that would be expanded in the final text. Therefore, whether this was done in Japanese or English did not matter. Interviewees in sample groups A and B, however, unanimously agreed that they would prefer to plan an English topic in English. This was surprising as responses from the planning attitude questionnaire showed that some subject writers would prefer to use Japanese. When the interviewees were asked why they preferred to plan in English, one interviewee explained that she didn't want to waste time using a dictionary to translate words she had written in a Japanese plan into English when writing her final text. Several other interviewees from sample groups A and B again cited that it felt more natural to plan an English topic in English.

The responses gained from the group interviews in all three experiments were very useful. An interesting point found during the interviews was the high rate of agreement between interviewees within their sample group interviews, but not necessarily between the three experiment groups. It may be that in general, harmony and agreement are highly prized in

Japanese culture (see section 1.3). This may have been a unique factor in the concurrence of interviewee responses within sample groups in the current study, which may not have occurred with subject writers from another cultural context.

Nevertheless, the group interviews revealed some very interesting results and elucidated many of the typical responses collected in the two questionnaires, in particular responses from the planning attitude questionnaire. The group interviews provided qualitative data and explanations about the subject writers' attitudes and performances within each sample group. The exploratory nature of analyses stages two and three of the present study, consequently means that the quantitative data is presented mainly for descriptive purposes. Therefore, the qualitative data collected in the group interviews is of great supplemental value. With this in mind, the responses obtained from the group interviews will be used to try and decipher and find plausible reasons for the findings and conclusions made in the discussion of the overall study in chapter 3. For an example transcript excerpt from a group interview see appendix XXI.

CHAPTER 3. DISCUSSION

In this chapter I will discuss the results and findings of the three experiments within the context of the three stages of analyses carried out in the overall study. I will attempt to examine the possible reasons for the results and findings. In doing so I hope to answer the eight research questions formulated at the beginning of the study (see section 2.4 Research questions, in module 2 and section 1.7.1 in the present module). The discussion will follow the three stages of analyses, starting with stage one where the results from the three experiments were analysed independently from each other. However, as the findings from experiments 1 and 2 were found to be very similar, in the interests of avoiding repetition, they will be discussed together (section 3.1), although a contrastive comparison of these two experiments will not be made until the discussion on analyses stage two (section 3.2.). The results and findings of experiment 3 were very different to experiment 1 and 2, therefore although core aspects of the findings of experiment 3 pertaining to the results directly related to its particular situated context independent of the other experiments will be examined in the discussion on analyses stage one, the majority of the discussion regarding experiment 3 results will be left until the discussion on analyses stage three (section 3.3) when the distinctive findings of experiment 3 and the differences in the results will be examined in relation to the results and findings of experiments 1 and 2.

3.1 Discussion on analyses stage one

Research questions 1, 3 and 5 respectively ask whether L1 Japanese student L2 English writers in a language school in the U.K. (sample group A), L1 Japanese student L2 English writers in a university in Japan (sample group B) and L1 Japanese academic expert L2 English writers anchored in Japan (sample group C) would plan for their L2 writing more effectively, write better texts containing more content, and create more effective texts when they were able to plan in the language related to the acquisition of knowledge of the topic area. That is to say would L2 writers, in these three varied situated contexts, be able to plan more effectively and write better essays when they planned in Japanese for the Japanese related topic of *Oshogatsu* Japanese New Year celebrations, and in English for an English related topic of the subject writers first week experiences in an English language dominant environment.

Stage one analyses sought to answer these questions for each sample group of subject writers independent of each other for each experimental situated context. For sample groups A and B student writers, the answers to the research questions relevant (research questions 1 and 3) to their situated context is the same, and is in the affirmative. Both L1 Japanese students writers of L2 English in a language school in the U.K and in a university in Japan were able to plan more effectively and write essays with better content according to the results analyses when they used the language of the topic knowledge to plan their essays. This was confirmed from the analyses of the dependent measures, which demonstrated plans with more details, along with longer plans and resultant essays when in the plan language and topic match condition.

However, this was not the case for the higher proficiency writers of sample group C where no discernable enhancement was found for plans or essays produced in the match condition.

For both sample groups A and B their holistic quality ratings reveal that when these student writers plan in the language of the topic knowledge there is an enhanced retrieval of topic area information and the resulting essays from this retrieval are qualitatively superior. In other words when the student writers belonging to sample groups A and B planned about the Japanese topic of *Oshogatsu* in Japanese and their English topic in English, they produced enhanced plans and essays. In regards to this, language is of added benefit to the L2 writers and is in fact assisting information recall. The findings in experiments 1 and 2 support the results of Friedlander's (1990) and also Lay's (1982) studies, that the use of L1 native language leads to essay quality being improved for particular topic areas.

Supporting this finding, the majority of responses given in the planning attitude questionnaire revealed that subject writers themselves in sample groups A and B preferred to plan about the Japanese topic in matching L1 Japanese (see section 2.4.2). Some of the reasons they gave for this preference included that it felt more natural, and that they had not thought about the topic of *Oshogatsu* previously in any other language. Other reasons cited that they felt they could express themselves better and use relevant words for which they might not know the English equivalent. The group interviews too confirmed that sample group A and B subject writers generally felt more comfortable and confidant recalling details about *Oshogatsu* in Japanese (see section 2.4.3). It is interesting to note that even a subject writer interviewee who had planned about *Oshogatsu* in English, admitted that she had in fact thought about parts of the topic in Japanese before writing out the plan in English.

Similar responses were found in the planning attitude questionnaire where the majority of sample groups A and B subject writers expressed their preference to plan about their English topic essays in L2 English (see section 2.4.2). Although the number of sample group B subject writers preferring to plan in English was only slightly more than those whose preference was to plan in Japanese. Nevertheless, reasons given for preferring to plan about an English topic in English included, the fact that this topic was mostly experienced in English and therefore it was easier to remember details in English, also fear of wasting time to think in Japanese about this topic during planning and then write the essay in English. The group interviews too confirmed that sample group A and B subject writers generally felt more comfortable recalling details about an English related topic in English. Several interviewees mentioned that it was more natural to think about an English topic directly in English without having to use a dictionary to translate words from Japanese into English (see section 2.4.3).

Sample group C subject writers showed a slight preference to plan in English for both topics in their responses to the planning attitude questionnaire. However, during the group interviews most of the interviewees mentioned it made little difference whether they planned in Japanese or English, as the majority of their planning and organisation was in their heads rather than written down in their plans. Their plans served as brief reminders of what they would write about in the final essay and therefore the language used to jot them down was not important as the ideas remained in their head. Interestingly when asked what language the "ideas in their heads" were, most interviewees agreed it was a mixture of both Japanese and English (see section 2.4.3).

It should be noted however, that even though the quantitative data collected and analysed from experiments 1 and 2 show a clear advantage in the matched condition, and the majority of responses from the questionnaires and group interviews from experiments 1 and 2 suggest that many subject writers agree with this on a strategic and writing attitude level, other instances of qualitative data obtained in the current study indicate that in some cases the subject writers themselves have reservations about planning an English text in Japanese even if the topic is culturally related to Japan. One such subject writer cited not wanting to waste time translating Japanese notes into English, while another mentioned that it felt more natural to plan an English essay in English. Interestingly one subject writer categorically stated that when writing an English essay, one should "not use any Japanese". This rather echoes the staunch L2 target language only stance taken by some teachers (see module 2, section 2.2.1), and it may be wondered if this is in fact a transfer of a particular teacher method rather than original student attitude.

Additionally even though responses obtained from the questionnaires and group interviews indicate that when planning about an English related topic, most sample group A subject writers prefer to plan in matched English Language, according to the planning attitude questionnaire sample group B subject writers only marginally held this preference. Many in fact were just as likely to prefer to plan an essay on an English related topic in Japanese. Reasons given by participant subject writers from both sample groups A and B for preferring to plan in Japanese included being able to think "more deeply" or "more emotionally" in Japanese. This may indicate that memory recall in Japanese is felt to be easier or more comfortable by some L2 writers than in English. Some sample group B subject writers exhibited an anxiety in writing English essays (see section 2.4.3), which may have resulted in

a coping strategy, which relies on their L1 as a "crutch". Evidence for this may be drawn by statements such as "I can think of more points in Japanese" and " I'll make fewer mistakes in Japanese".

Therefore, it can be seen that although the quantitative data advocates a topic and planning language matched condition when planning an English text, the qualitative data adds some additional considerations and gives rise to some less clear cut conclusions. Central to this are certain attitudes held and strategies used by individual subject writers that were only exposed though introspective qualitative data collection which do not necessarily fit the common inferences drawn from the experimental quantitative data. This further indicates, as in any L2 writing research (see module 1, paper 2), in order to understand the different situated contexts and varied participant subject writers in a more rounded view, they need to be considered not exclusively in a quantitative mode but also within a hermeneutical framework.

Research questions 2, 4 and 6 ask what the effect of varying topic choice independent of language (a Japanese topic versus an English topic), or planning language independent of topic, (planning in Japanese versus planning in English) would have respectively on L1 Japanese student writers of L2 English in a language school in the U.K. (sample group A L1 Japanese student writers of L2 English in a university in Japan (sample group B) and L1 Japanese academic expert L2 English writers anchored in Japan (sample group C).

Sample group C subject writers with a higher English proficiency level and English writing experience, did not show any significant variance in their plans or resultant essays whether the topic was related to L1 Japanese or L2 English and both plans and resultant essays were

holistically rated evenly high. However, the student writers in sample groups A and B produced better essays on the Japanese topic rather than on the English topic. This difference is shown in the holistic quality ratings of both plans and the essays, where in both experiments 1 and 2 the subject writers scored significantly higher when they planned and wrote about the L1 Japanese topic of *Oshogatsu*, regardless of the language they used to plan. This finding may be explained in part by the fact that the younger student subject writers' (in experiments 1 and 2) initial experience of a week in an Anglophone environment was still a relatively new one time life experience and they did not have sufficient knowledge to activate when planning and writing about this topic. Conversely, the student writers had vastly more experience of *Oshogatsu* Japanese New Year celebrations which they most probably participated in annually since early childhood and were therefore more familiar with the customs and ceremonies which they could recall when planning and writing.

The group interviews confirmed that sample group A and B subject writers felt they had more information about the Japanese topic so they could write about the topic with more understanding. A few of the subject writers mentioned that although they were able to write essays of similar lengths about either of the topics they felt more confident writing about the Japanese topic. One subject writer mentioned that the *Oshogatsu* topic was a Japanese topic so it "belonged" to him and he felt he could express higher quality content with more authority about it than the English topic. This echoes some of the sentiments of L2 writers examined in the previous studies outlined in module 1, paper 2.

The results found in experiments 1 and 2 regarding the relative advantages of topic choice agree with Langer's (1994) study, which suggests that students write better on topics for

which their incorporated knowledge is integrated, as in the case of the present study where this secure knowledge is related to their L1 Japanese background and experiences. In comparison they are likely to produce essays of lesser quality on topics for which their knowledge is less self-assured. Bridgeman and Carlson (1984) came to the same conclusion suggesting, L2 writers who write about topics in which they are highly involved usually produce better essays than about topics they have less knowledge of, or were less involved with. Therefore, at least for the younger student L1 Japanese writers of L2 English with an upper intermediate English proficiency in sample groups A and B there is a difference when generating topic area material on topics related to their own L1 Japanese background and experiences.

An interesting finding in both experiments 1 and 2, in regards to topic, was the length of plans. The plans for the Japanese *Oshogatsu* topic were shorter than those generated for the English related topic regardless of whether they were composed in Japanese or in English. When the plans were scrutinised more closely it was found that the plans on the English related topic were usually made up of long phrases or even whole sentences, whereas the plans on the Japanese topic of *Oshogatsu* were made up of single words or short phrase "chunks" of generally only two or three words.

TABLE 38. TYPICAL SHORT PLAN "CHUNKS" GENERATED FOR THE *OSHOGATSU* TOPIC

go to shrine.
visit relatives.
rice cakes.
ringing shrine bells.
drink alcohol.
traditional food.
money, presents.
special TV programmes.
wear kimono.

The short phrase chunks in table 38 illustrate characteristic cues found in most of the *Oshogatsu* plans generated by subject writers in all three experiments. These concise cues allowed the subject writers to expand on specific elements on the topic of *Oshogatsu* Japanese New Year celebrations to write their final English essays by taking these details as guides to form full sentences and paragraphs. In the example in table 38 these short phrase chunk cues are mainly related to customs, food and drink and visiting places. These three elements were present in nearly all plans on the topic of *Oshogatsu*.

The plans on the English related topics, in contrast, were frequently already made up of complete sentences and even short paragraphs rather than the single words and short phrase chunks used as cues in the plans on the Japanese topic of *Oshogatsu*. Table 39 below exemplifies a typical model of a plan on the English related topic of first week in the U.K. generated by a sample group A subject writer.

TABLE 39. SECTION OF A TYPICAL LONG PLAN GENERATED FOR THE TOPIC OF FIRST WEEK IN THE U.K.

I went to my host family's house by myself.
I carried my luggage which was too heavy.
I got lost on my first day of school.
I felt nervous at my school and to speak English.
I was not afraid of staying in London.
I thought London was similar to Tokyo.
I thought British food was very salty and oily.
I was impressed by the beautiful buildings.
I thought the shops closed too early and had bad service.
The weather and people seemed very changeable.
I loved to use a double-decker bus for the first time in my life.

Although both plans on the Japanese topic of *Oshogatsu* and on the English related topics, on the whole, contained useful and relevant information, their lengths were different for subject writers in both experiments 1 and 2. It is interesting to note that where the *Oshogatsu* plans contained short phrase chunks as cues of recalled memory to expand on and flesh out in the resulting L2 English essay, the plans on the English related topic contained text that already resembled complete sentences which often the subject writers would incorporate wholesale into their final L2 English essays without supplementing with any new additional information. A similar difference in planning cue lengths generated by L2 writers when a topic was L1 related or L2 related was found by both Friedlander (1990) and Akyel (1994) in their studies.

It would also seem that for subject writers in experiments 1 and 2, the different lengths of planning cues explain the different lengths of plans in general when the topic is varied to

either L1 related or L2 related. The reason for this assumption is that the number of plan details is not significantly different in any of the three experiments between the two topics. Therefore, the difference in plan length is probably due to the actual length of planning cue chunks. The reason for this difference in cue chunk length dependent on topic (at least for sample groups A and B) is perhaps the L1 Japanese topic is embedded, or at the very least more ingrained, and a short cue is all that is required by the subject writers to access a variety of connected details. The final resultant essays were of similar lengths whether on the Japanese or English topic, which shows the subject writers were able to access abundant details about the Japanese topic from the relatively short cue chunks in the short plans. This would also indicate that the subject writers in experiments 1 and 2 were able to pull information about the L1 Japanese related topic *Oshogatsu* out of stored memory using only brief cues. Therefore, the supposition made by Friedlander (1990), Akyel (1994) and in the present study, that longer plans inherently mean more effective or better quality plans may need to be re-evaluated.

During the group interviews when asked about their plans, sample group A and B subject writers confirmed the above inferences (see section 2.4.3). Some students mentioned they only needed brief points to help them organise their thoughts when they planned in Japanese. Whereas the subject writer interviewees who planned in English mentioned they often had to think about grammar and vocabulary and ended up forming sentences. The subject writers belonging to sample group C in experiment 3 did not exhibit this variation in plan length according to topic, the possible reasons for this are examined in the discussion in section 3.3.

When the student writers in sample groups A and B planned about their English related topics they may not have had the sufficient wealth of associated detail stored in their memory because they might not have had the time or exposure to develop a multifaceted and full network of topic associations in their memory structure. Therefore, what they wrote in their plans in the form of long planning cue chunks that were often full sentences, corresponded to the total knowledge they had stored on the topic. A knowledge that at best may have been quite superficial due to limited repetition and exposure when compared to the topic related to their L1 (annual *Oshogatsu* celebrations). Therefore, when they planned on the English related topic, the subject writers were recalling all the knowledge they had about the topic and probably possessed no further activated knowledge to call upon.

For student subject writers in experiments 1 and 2 it was found that language has some dependency on topic. That is to say, some benefit was found when the language of planning was matched with topic. Additionally, language of planning by itself independent of topic was also found to be an aspect worth considering. Sample group A and sample group B subject writers generated longer plans and recalled more specific details when they operated in L1 Japanese. This result was found when the topic was ignored and the sole focus was the language of planning only. However, even though using their L1 Japanese may have aided in memory recall, in terms of the final aim of conveying their thoughts, views and experience of a topic to their intended readers via the final L2 English essay, no advantage was found when planning in Japanese in any of the three experiments. Resultant essays were found to be similar lengths and rated similarly (within their situated context) whether subject writers in any of the three situated contexts planned in Japanese or English, when the topic was not

taken into account. In fact even though the plans in L1 Japanese were longer and contained more details they were not holistically rated superior to plans generated in L2 English.

It should also be noted when considering language of planning alone, some code switching does occur. Especially subject writers in experiments 1 and 2, who at times used Japanese words or phrases in their English plans and English words or phrases in their Japanese plans. Usually this code switching was used when dealing with concepts and terms that were highly cultural specific or even exclusively so. An example is the use of words like "Christmas" or the names of British foods when planning in Japanese. This is understandable as these concepts or nouns may not have Japanese language equivalents. For the plans generated in English a similar trend was found where culturally based words such as *kimono* (traditional Japanese clothes), *otoshidama* (money given to children as a present) and *omochi* (rice cake) were often used. However, what is interesting is that words such as *jinja* (shrine) and *kane* (bells) that clearly have English equivalent words were also often used in Japanese. It may be that subject writers in sample groups A and B did not have the cause or occasion to use these words in English and therefore they in fact did not have the requisite vocabulary knowledge to express these concepts and ideas in English. This was confirmed in the group interviews when several subject writers in sample groups B admitted that they did not have sufficient vocabulary to express certain words about *Oshogatsu* in English.

Friedlander (1990) found similar cases of code switching in the plans generated in L2 English by L1 Chinese speakers. He goes on to suggest that some L2 writers may find it easier to retrieve information in their first language because they have not thought previously about a topic in English. The results found in Friedlander's (1990) study along with the results found

in experiments 1 and 2 in the present study may indicate that such information is in fact fixed or encoded in an L2 writer's memory in L1. The results in both studies that found an advantage in planning in the match condition in the case of using L1 for an L1 topic provides some confirmation for this inference.

When looking at the results from experiments 1 and 2 where the subject writers were students at an upper intermediate English proficiency level these findings suggest some interesting ideas about how topic knowledge is stored in memory and how this topic knowledge in linked to language. When the subject writers in sample groups A and B planned in L2 English about the Japanese topic of *Oshogatsu*, on average they generated fewer specific details then when they planned about the same topic in L1 Japanese (9.2 details versus 15.5 details for sample group A and 9.0 details versus 14.2 details for sample group B). This would indicate that language was a factor restricting topic knowledge memory recall because the subject writers were able to retrieve more details about the Japanese topic when they operated in L1 Japanese. However a similar constraint was not found when the subject writers generated plans about the English related topics. In this case the number of specific details recalled by subject writers about the English related topic was similar regardless of whether they used L2 English or L1 Japanese to produce the plans (13.7 details in English versus 13 details in Japanese for sample group A and 12 details in English versus 11 details in Japanese for sample group B). This lack of significant difference in number of details dependent on language when planning about an English related topic suggests that the subject writers were able to access topic knowledge just as easily in their L1 or L2 and that the topic knowledge was not restricted by language. A reason for this may be that subject writers acquired topic knowledge about the English related topic in a bilingual manner. That is to say when they

experienced the topic they were describing in the English related topic in English (in particular through the sensory modes of hearing and listening and even through speaking in English) they may still have been thinking in both English and Japanese. Therefore, because the subject writers experienced the details of the English related topic in a bilingual manner and stored knowledge about this topic bilingually, they are then able to retrieve and recall topic knowledge just as easily in either L1 Japanese or L2 English during planning. This was confirmed during the group interviews when several subject writer interviewees, admitted that they had thought about parts of the topic in Japanese before writing out a plan in English.

This assumption is supported in the case of the Japanese related topic of *Oshogatsu*, where the subject writers in experiments 1 and 2 retrieved more details when planning in Japanese. This topic was most likely first experienced when they still had very little or no English language proficiency. That is to say the topic was experienced, and topic knowledge stored, in monolingual L1 Japanese. Therefore, when planning, such topic knowledge is more easily recalled and effortlessly retrieved in the L1 language because it is linked in stored memory to that language. This idea that certain information may is stored in memory in a monolingual storage pool has been previously suggested by Berrueta-Clement (1973). It should be noted that the subject writers in sample group C did not exhibit this difference in number of details generated when operating in a specific language and possible reasons for this will be further discussed in section 3.3.

3.2 Discussion on analyses stage two

Research question 7 asks what are the overarching quantitative and qualitative linguistic similarities, differences and patterns between the plans and resultant texts produced by L1 Japanese writers of L2 English in the different situational contexts of studying in an Anglophone country versus in a Japanese university. Also what if any, is the effect that the language of planning and topic independent of language have on that relationship. With this in mind, the results found in experiment 1 produced by L1 Japanese student writers of L2 English in a language school in the U.K. (sample group A) were compared and analysed with the results found in experiment 2 produced by L1 Japanese student writers of L2 English in a university in Japan (sample group B).

The results from experiments 1 and 2 indicate that there is a benefit when subject writers plan essays in the match condition of plan language and topic, and then use these plans to produce L2 English essays. Although when comparing like for like match plans and essays in the two situated contexts, sample group A student subjects writers in the U.K. produced more effective plans and resultant essays than sample group B student subject writers. Likewise, when comparing like for like unmatched plans and resultant essays again sample group A student subjects writers in the U.K. produced more effective plans and resultant essays. When comparing contrasting conditions in the two situated contexts (Sample group A matched versus sample group B mismatched, and sample group A mismatched versus sample group B matched), in both cases it was the matched condition plans and resultant essays that were found to be more effective regardless of the situated context. Effective in this case was

indicated by advantage factors displayed in the form of plans and resultant essays that are longer, holistically rated higher and in the case of the plans only, contain more details.

For the issue of topic, sample group A subject writers generated plans and wrote resultant L2 English essays rated higher than the plans and resultant L2 English L2 essays written by sample group B subject writers, for both the L1 and L2 related topic. Although, the lengths of the plans and resultant essays produced by both sample groups were found to be similar. When the topic was unrelated to the dominant language in which the subject writers were contextually situated, that is an L1 Japanese topic for sample group A subject writers in the U.K. and an L2 English topic for sample group B subject writers in Japan, both plans and resultant essays were rated higher for the sample group A subject writers. Again the lengths of the plans and resultant essays produced by both sample groups were found to be similar. When the topic was related to the dominant language in which the subject writers were contextually situated, that is an L2 English topic for sample group A subject writers in the U.K. and an L1 Japanese topic for sample group B subject writers in Japan, no significant differences were found in the length and quality of final L2 essays. However, plans produced by sample group A subject writers on the English topic were longer and contained more recalled details.

Comparing plans and resultant essays planned in Japanese by sample group A subject writers with plans and resultant essays planned in Japanese by sample group B subject writers, regardless of topic did not show any significant difference in lengths of plans and essays. However, the plans and resultant essays produced by sample A subject writers were rated holistically superior and the plans contained more details. Sample group A subject writers'

plans and resultant essays were also rated holistically superior than sample group B subject writers' plans and resultant essays, when the language of planning was English. However, the number of plan details, plan lengths and essays length were found to be similar between the two sample groups.

Matching the language of planning, regardless of the topic, to the dominant language in which the subject writers were contextually situated did not show any clear evidence of an overall advantage for any of the subject writers. When sample group A subject writers in a language school in an Anglophone country situated context planned their essays in English their plans and resultant essays were rated superior to the plans and resultant essays written by sample group B subject writers who produced their plans in Japanese in a university in the situated context of their home country of Japan. However, it was the sample group B plans, matched in planning language and situated context dominant language, which were longer. When comparing final L2 English essays that were written using plans that were dissimilar in planning language and dominant language of the situated context the subject writers were in, no significant difference was found.

As discussed above, in general there was a high level of congruency found between the results patterns from experiment 1 and experiment 2 in terms of planning and essay writing patterns. Both sample group A and B subject writers benefited when they planned in a matched condition and when comparing the other independent variables of language (Japanese topic versus English related topic) and planning language (L1 Japanese versus L2 English) independent of topic. Both sets of subject writers followed similar trends in the way their dependent variables of plan length, holistic quality rating, number of specific plan details,

resultant essay length and resultant essay holistic quality rating responded. However, even though they followed the same basic trends, the actual lengths, number of details and holistic quality ratings of both plans and resultant essays were different. Sample group A subject writers in experiment 1 consistently scored higher in all these dependent variable measures compared to their sample group B subject writer counterparts in experiment 2. This would suggest that as most other variables (speaking L1 Japanese, being students, similar English proficiency level, ages and even the result patterns and trends when varying the independent variables of condition, topic and language are consistent between the subject writers in sample groups A and B) the cause for the higher scores achieved by sample group A subject writers is due to the different situated contexts of being in a language school in an Anglophone country (U.K.) or being in a university in their home country (Japan) where the dominant language is their L1.

This inference is somewhat confirmed when directly analysing statistically the data obtained from sample group A subject writers with sample group B data for an overall global comparison, without focusing on the condition, topic or language of planning (see table 37 in section 2.2.4). The subject writers in the Anglophone dominant situated context of the U.K. produced final L2 English essays with higher quality ratings. That is to say, when the data from sample groups A and B was analysed together from the view of only the situated context being the independent variable being varied. As well as the resultant essays, the plans themselves generated by group A subjects writers are also rated higher and contain more specific recalled details. However, no significant differences were found in either the length of the plans or the length of the resultant essays produced by the subject writers in the two situated contexts.

With most of the demographic variables being similar between experiments 1 and 2, and the result patterns of the two experiments following similar trends, why then did experiment 1 subject writers from sample group A in the situated context of studying at a language school in a Anglophone country perform better in most cases when comparing the data and results from experiment 2 subject writers from sample group B in the situated context of studying in a Japanese university? The obvious conclusion would be that it was this difference in situated context that was crucial. Why this was the case can only be speculated. Some of the possible reasons were found when examining the post-task planning attitude questionnaires and group interviews responses.

The responses from the planning attitude questionnaires indicate that all sample group A subject writers had received training on pre-writing techniques and planning for an L2 English essay. This was confirmed in the group interview, where interviewees verified that during writing lessons at LS School of English all students were taught a form of process writing and extensively practiced brainstorming and planning for English composition. One interviewee was very positive towards the planning training he had received at LS School of English, and suggested that it helped him greatly in writing English. The group interviewees also indicated that they had all used the planning strategies they had been taught at LS School of English during the current study. Responses from sample group B subject writers on the other hand indicated that not all of the subject writers had received such training. Therefore, training in how to plan may have been a significant factor as to why sample group A subject writer generally were rated holistically superior in their plans and the number of details they generated. Further evidence for this suggestion, is that the lengths of the plans themselves did

not always show a variation between the two sample groups, but it was rather in the quality of the plans.

It was not just that more sample group A subject writers had received formal planning training, responses to the planning attitude questionnaire indicate that they actually had a preference to carrying out some kind of pre-writing in the form of planning or drafting before writing in English. Conversely 25% of sample group B subject writers had a preference to write an English composition directly without any planning, this figure rises to 82.5% when writing a Japanese composition. Therefore, it can be suggested that sample group A subject writers were far more inclined to plan and this may have been inculcated during their English lessons. The reasons given for these preferences also indicate that sample group A subject writers felt confident planning an L2 essay, where some of the sample group B subject writers felt it might be a waste of time (see section 2.4.2). This would indicate that formal planning training during language classes may have a certain effect on the abilities of L2 English writers. Further investigation on these effects of levels of formal planning instruction is required.

The majority of both sample group A and B subject writers indicated in planning attitude questionnaire responses that they preferred to plan about the Japanese related *Oshogatsu* topic in Japanese and the English related topic in English. Reasons for this are in sections 2.4.2 and 3.1. Although both sample group subject writers showed this similar preference of matching their planning language with the topic, other responses from the planning attitude questionnaire also show an interesting feature on what aspects writers pay the most attention on when they write in L2 English. Sample group A subject writers indicated a majority

preference for focusing on organisation of the essay and having enough relevant ideas about the topic, whereas sample group A subject writer tended to focus on language operational skills like grammar and vocabulary.

This was one of the most interesting differences between the two sample groups in their attitudes to writing in L2 English. I believe some of the major reasons for these attitudes outlined above and the other attitudes expressed in the responses to the planning attitude questionnaire give an explanation as to why although the overall trends of the results in both experiments 1 and 2 were the same, the performance of sample group A subject writers was superior. Responses from the group interviews further elucidate the attitudes and their causes.

When asked about their training in planning to write and composition training in general, sample group A subject writers expressed the view that having been trained in how to plan before writing an L2 essay they felt confident during the experimental tasks. One of the sample group A interviewees mentioned that since coming to the U.K. she had been forced to write more than when she was in Japan, she was asked to write a journal everyday, wrote e-mails in English and was given various writing assignments in English. Conversely several of the subject writer interviewees from sample group B revealed that they had not written such relatively long texts in English for some time during their study in their Japanese university. The also expressed feelings of exam anxiety when they were asked to write more than a paragraph of English

When asked about what aspects they focus on when writing in English, sample group A subject writer interviewees generally confirmed the prevalent responses in the planning

attitude questionnaire. One interviewee said that since coming to the U.K., he had written many assignments in English and had increased his vocabulary knowledge, so he did not use a dictionary often and felt comfortable that he could express his ideas with his vocabulary range. He was more concerned about the content and quality of his writing. Another sample group A interviewee said she concentrated on trying to find suitable points to write about with consideration to who the reader would be. She mentioned that while in the U.K. she had to write e mails and other English text that were read by students from other countries and she had found that it was important to organise her writing and make sure that the target reader would understand what she had written. Sample group B subject writer interviewees on the other hand expressed their concerns more about using correct grammar and vocabulary. One sample group B interviewee mentioned that he was worried about using appropriate expressions that were suitable for the task. Another sample group B interviewee said that she enjoyed planning in Japanese but then felt some difficulty in finding the English vocabulary to write the actual L2 English essay using the Japanese plan.

Again these views suggest an explanation for why when data from experiments 1 and 2 were compared with each other the lengths of plans and essays were not found to be significantly different, however the number of plan details and quality ratings of the plans varied, with sample group A subject writers, who purposely focused on quality and content scoring higher. Although overall sample group A and B subject writers had similar English proficiency levels, their attitudes and writing strategies seem to be different.

Another point that sample group B subject writer interviewees made was that they felt some pressure while doing the experimental tasks as it reminded them of English tests they had

taken. Several of the sample group A subject writer interviewees on the other hand said they had enjoyed the tasks as they could express themselves and explain about their culture and their experiences. One of the sample group A interviewees mentioned that since coming to the U.K. he had participated more in his English classes and expressed his opinions regularly compared to when he was a student in Japan where he was more passive. He mentioned that coming in contact with students from other countries had made him think more about being Japanese and how to express similarities and differences between Japan and the rest of the world. This he said this helped him when he was planning and writing his essays.

The findings in analyses stage two indicate that both sample group A and B subject writers benefited from planning in the match condition, and showed similar results when examined from the viewpoint of topic independent of language and language independent of topic. However, even with the result trends following each other closely, when directly compared to one another, it was the plans and resultant essays produced by sample group A subject writers studying in a language school in the U.K. who generally outperformed sample group B subject writers in the different situated context of studying in a Japanese university. Although suggestive in nature, responses from the planning attitude questionnaire and group interviews reveal that the reasons for the difference in performance may well be due to the diversity of experiences, environment, and training between the two sample groups. Therefore even though the sample group subject writers share many characteristics such as L1, age and English language proficiency placement, other factors that are not so easy to measure or explicitly define may affect L2 writing abilities. These factors may include training, practice, confidence, attitudes, strategies employed and being in a multilingual study environment.

Future studies are necessary to explore the true nature and effect of these issues on L2 writing.

3.3 Discussion on analyses stage three

Research question 8 asks what are the overarching quantitative and qualitative linguistic similarities, differences and patterns between the plans and resultant texts produced by L1 Japanese writers of L2 English in different situational contexts of study to those of L1 Japanese "expert" academic writers of English. Also what if any, is the effect that the language of planning and topic independent of language have on that relationship. Therefore, to answer this question, the results found in experiment 1 produced by L1 Japanese student writers of L2 English in a language school in the U.K. (sample group A) and experiment 2 produced by L1 Japanese student writers of L2 English in a university in Japan (sample group B) are compared with results produced by L1 Japanese academic expert L2 English writers anchored in Japan (sample group C).

As discussed in section 3.1, the general trends for plan and resultant essays produced by sample groups A and B subject writers, and how they were affected by varying the independent variables of condition, topic and language were found to be very similar. The plans and resultant essays produced by sample group C subject writers, on the other hand, showed no significant difference in any of the dependent variables when in a matched or mismatched condition, when given a Japanese related or English related topic, or even when the language of planning was varied from L1 Japanese or L2 English independent of topic.

However, overall, the sample group C subject writers in experiment 3 outperformed the subject writers of sample groups A and B in experiments 1 and 2, with little effect or influence due to altering the independent variables of condition, topic or planning language. That is to say they produced longer plans and resultant essays with higher holistic ratings and with more detailed plans, than subject writers in experiments 1 and 2 regardless of the variation in independent variables. This agrees with the findings of Akyel's (1994) study where he examined the effect of varying topic and language of planning (although not condition) of two groups of L1 Turkish writers of L2 English at a Turkish university. The two groups were at different English proficiency levels. Whereas the L2 writers with a lower English proficiency exhibited differences in their plans when the language of planning and topic were changed as in the present study, on the other hand the L2 writers with the higher English proficiency were not effected by such changes, but still produced superior essays overall than the lower proficiency L2 writers. Again this is similar to the results found in results of analyses stage three in the present study.

The reason for this overall superior performance by sample group C subject writers regardless of the independent variables, may very well be due to the simple fact that their language proficiency was higher at an "expert" level compared to the upper intermediate proficiency level of the subject writers in experiments 1 and 2. Another reason that can be speculated is that as well as being at a higher level English proficiency, sample group C subject writers also have had more experience actually writing L2 English texts that have been scrutinised at a much more detailed level, as they have all published articles or written books in L2 English. Therefore their experience of receiving feedback and having to edit their L2 writing to an exceptionally high standard is very likely to be greater than students at a language school or

university. To some extent this assumption seems to agree with the studies on L2 writing experience by Kubota (1998), Kobayashi and Rinnert (2001) and Takagaki (2003).

In the post-task planning attitude questionnaires all of the subject writers from sample group C indicated a preference of carrying out some kind of pre-writing, in the form of plans or initial drafts before writing an L2 English text. Along with 70% of sample group C subject writers indicating having had planning training when studying to write L2 English, this suggests that sample group C subject writers have high levels of experience in planning and writing L2 English texts. Although this is similar to sample group A subject writers, during the experiment 3 group interviewees, it was revealed by most of the subject writer interviewees, that they did indeed have extensive experience of receiving detailed feedback from peer reviewers, journal editors and book editors when they had published in English. This level of scrutiny and correction leading to self-analysis, motivation, re-drafting, editing, convinced several of the sample group C interviewees to believe that their L2 writing skills and strategies had developed and improved immensely. One interviewee admitted that even though his L2 English-speaking and listening skills had not developed much since graduating from university, since he had been publishing in English journals, this experience had caused his L2 writing skills to dramatically improve. Another interviewee stated that knowing his writing would be read by peers who may be "native English speakers" made him ensure his text was accurate and conveyed "his message". This experience of having L2 English compositions published and not just checked and graded in a pedagogical situation as sample group A and B subject writers would have largely experienced, sets the levels of L2 writing experience for sample group C much higher with a "real" writing purpose and this may well be the reason for their superior plans and resultant essays. This level of L2 writing experience

may well transcend other variables such as matching plan conditions or topic or language of planning, as demonstrated in the results found in the present study.

When examining the three experiments together from the viewpoint of match versus mismatch condition, the independent variable of condition was a major factor for subject writers in experiments 1 and 2. Where student L2 writers in sample groups A and B were found to benefit from planning in a matched condition the L2 writers who were advanced English proficiency writers in sample group C did not seem to gain any advantage when planning in a matched condition or indeed on a particular topic or in a particular language. They were equally as comfortable planning and writing essays in a matched or mismatched condition. This is of particular interest, as it seems to indicate that the differentiating factor may solely be the English proficiency level and experience of the L2 writer. The reason that this may be concluded is that sample group C subject writers in experiment 3 were situated in Japan an environment where the dominant language is the subject writers' L1. The same is true for sample group B subject writers in experiment 2. However, the results of these two experiments do not correspond, where as the results of experiment 1 and 2 are rather more analogous even though the experiments were conducted in the two different Anglophone (language school in the U.K.) versus L1 dominant (Japanese university) environments.

When examining the three experiments together from the viewpoint of topic, planning about an L2 English topic produced longer plans with less details than when planning about a L1 Japanese topic for subject writers in experiments 1 and 2. Subject writers in experiment 3 showed no difference when planning about either topic. It was found that subject writers in sample groups A and B generated more ideas when planning about the Japanese *Oshogatsu*

topic but with shorter plans because they used short phrase chunks as cues or springboards for writing their essays, whereas for the English related topic they used complete or near complete sentences. The reason for this was concluded to be that topic knowledge was more ingrained about the Japanese topic and required less to activate topic knowledge (see section 3.1). The subject writers belonging to sample group C in experiment 3 did not exhibit this variation in plan length according to topic, which indicates they were able to access information about either topic relatively easily. However, as the lengths of both plans on the Japanese topic and English related topic were longer and contained more details than plans produced by sample groups A and B, it may be that the expert L2 writers, who were established academics rather than students, and had in some cases lived for long periods and even taught in Anglophone countries, had managed to ingrain topic knowledge of their experiences in English-speaking countries through more constant exposure. It is difficult to speculate because of the varied and small sample size in experiment 3, but it maybe that sample group C subjects were more akin to bilingual speakers and writers with a greater experience of writing. In any case the longer lengths of their plans on both topics when compared to those produced by sample group A and B subject writers is not because of long planning cue chunks which were in fact brief and short for both topics. This is confirmed by the higher number of specific details sample group C subject writers generated in their plans.

The resultant essays themselves were found to have no significant difference in length according to topic in any of the three experiments. That is to say within each experiment the essays produced were of similar lengths on either the Japanese or English related topic. However, the final essays in experiment 3 were much longer than any of the essays written in either experiment 1 and 2. In both cases almost double the length. This again may be

attributed to the greater proficiency and experience in L2 writing that sample group C subject writers possessed. When it comes to the holistic ratings given to the final L2 English essays, subject writers in experiments 1 and 2 scored higher on the essays about the L1 Japanese topic of *Oshogatsu*, whereas sample group C subject writers in experiment 3 scored very highly on both topics (14.4 on the fifteen-point essay rating scale for both Japanese and English topic). Therefore, rather than planning about an L1 topic being of benefit as in experiments 1 and 2, essays on both topics written in experiment 3 were equally as effective. This idea could be taken further to speculate that in experiments 1 and 2, rather than writing about an L1 topic being advantageous, it is planning about an L2 topic that is constraining. Interview responses from sample group A and B subject writers seem to agree with this speculation, where most of the interviews expressed anxiety in writing about their initial experiences in an L2 English environment. One interviewee revealed that she felt a little uncomfortable writing about her experiences of living and studying in the U.K. and was fearful of being perceived as complaining about some of the negative experiences she had.

When examining the three experiments together from the viewpoint of language independent of topic or condition, subject writers in all three experiments did not produce final L2 English essays with any significant difference in length or holistic quality rating according to language within their own specific contextual experiments. This is also the case for the holistic quality rating of the plans. However, as observed previously, the lengths and quality ratings for plans and resultant essays produced overall by sample group C subject writers, when compared against the other two sample groups, was far superior. In all three experiments planning in either Japanese or English on its own did not produce better resultant essays, and therefore the issue of language independent of topic does not positively or

negatively effect the overarching aim of producing an L2 essay to convey ideas and experiences to a target reader.

As discussed in section 3.2, sample groups A and B subject writers produced more details when the planned about the Japanese topic of *Oshogatsu* in L1 Japanese, however when they planned about their English related topic, they were able to retrieve similar numbers of details in either language. A likely reason for this was suggested to be because the *Oshogatsu* topic was experienced and stored in memory using monolingual Japanese and therefore easier to recall in that language, whereas the English topic was experienced in both Japanese (thinking) and English (speaking, listening and visually), and it was therefore easy to recall details in either language. Although sample group C subject writers too were able to retrieve as many details about their English topic in either Japanese or English, thus supporting the findings for sample group A and B subject writers, they were also able to do the same for the Japanese topic of *Oshogatsu*.

For all the subject writers in all three experiments, both Japanese and English languages exhibit some measure of interdependence in their memories. This is shown by subject writers being able to produce similar numbers of specific details in either language on their English related topics. Equally, to be able to generate plans on the L1 Japanese topic of *Oshogatsu* topic in L2 English, the subject writers must have had the ability to access a collective memory store that allowed them to articulate in L2 English information that was acquired about a topic that was experienced in an L1 Japanese cultural setting. A similar conclusion was arrived at by both Friedlander (1990) and Hakuta (1986) in their studies. The difference in the amount of specific details recalled on the English related topics should have been found

in both languages, if the languages were completely independent. However, as these amounts are similar, it seem that the subject writers were accessing a common memory store for their English related topics.

For sample group C subject writers this is also the case when planning and writing about the Japanese topic of *Oshogatsu*. The academic expert writers of L2 English must also have reached a point where their topic knowledge of an experience culturally linked to L1 Japanese too is interdependent on language. Equally easy to recall details about in L1 Japanese or L2 English. When analysing the responses of sample group C subject writers to question 6 of the planning attitude question, which asks their preferred choice of language when planning about an L1 Japanese topic or a L2 English topic, it is interesting to note that for both topics 60% prefer to plan in English and 40% prefer to plan in Japanese. Because the small numbers of subject writers in sample group C it is in fact only a split of 4 versus 6 subject writers. Therefore there is no clear majority either way.

When asked about these preferences during the group interviews most sample group C subject writer interviewees said it didn't really matter which language they planned in as most of the details and points they wanted to write about were in their head and they only jotted down reminders in their plans (see section 2.4.1). They were equally as comfortable to do this in Japanese or English. Several subject writer interviewees from sample groups C also revealed, when talking about the topic choice of *Oshogatsu*, that this had been a popular topic with friends and colleagues while living in Anglophone countries and they had often discussed Japanese festivals and their differences. Not only had they discussed and compared Japanese New Year celebrations with Anglophone friends and colleagues but also with other Japanese

speakers when comparing their experiences of Christmas and other occasions and festivals they had experienced while living abroad. Even though sample group A subject writers were living in the U.K., none of the participants in the group interviews mentioned that they had had the occasion to discuss Japanese New Year with non-Japanese friends. It may be that the previous exposure to think and discuss about *Oshogatsu* before, at times in L2 English, allowed sample group C subject writers to form memory pools about this topic in L2 English as well as L1 Japanese. So although they had experienced *Oshogatsu* primarily in L1 Japanese just like the subject writers in the other two experiments, they have the additional memory of having discussed the topic in English beforehand. It can be suggested also that with their higher level of English proficiency, sample group C subject writers are approaching true bilingual status and are able to recall and articulate their thoughts and experiences as easily in their L2 as they are able to in their L1, regardless of the language the occurrence was primarily experienced or topic knowledge acquired in. While for the subject writers in sample groups A and B, who had not had this continual experiential exposure of the Japanese *Oshogatsu* topic knowledge in L2 English, it was by and large still committed to memory in a monolingual memory store. Further studies comparing planning language use and preference by various types of L2 writer are needed to assess this supposition. Although, McLaughlin (1978), Paradis (1985), and Hakuta (1986) all propose and discuss theories about bilinguals having independent and interdependent pools of language storage. Hakuta (1986) in particular suggest that bilinguals may have a multiplicity of experiential storage pools in their memories, in addition to L1 and L2 exclusive monolingual storage pools, which are most easily accessed when functioning in a particular language. These experiential pools may be shared, and accessible using either language, or they may be dependent on a specific language.

The subject writers in sample groups A and B at a lower proficiency level than sample group C subject writers, were not able to recall as much specific details about *Oshogatsu* in English, and in many cases even when they did plan about *Oshogatsu* in English they often used Japanese words especially for culture-specific ideas, this would suggest that their L1 topic knowledge is mainly stored in a monolingual form. This appears to agree with Friedlander (1990) in his study where he too speculates, experiences which were acquired during a pre-bilingual stage of language development and are cultural in nature (*Oshogatsu* in the case of this study), seem to be tied to a monolingual language stores and appear to be more easily recalled when using that language. Another factor which supports this idea is that even when sample groups A and B subject writers planned about their English related topic in English where the memory pool was most probably a shared bilingual one, in some cases they were to some extent still translating. This was revealed by the use of Japanese in the plans and the essays, therefore the subject writers seem to be retrieving some topic area information from a Japanese memory store. This would indicate that for the student subject writers in experiments 1 and 2 some knowledge is indeed stored in a language specific form.

As discussed in module 1 paper 2 of the present study, Casanave (1992) in her earlier case study on academics who have published in L2 English noted that many L2 writing academics found it hard to express their true identity when writing in an L2 which caused great anxiety. Sample group C subject writers who were interviewed in the current study expressed little concern for not being able to express themselves in L2 English. Several of them mentioned that they had written for journals and published books that were targeted at specific audiences and they acknowledged that they had to follow certain conventions. This would correspond with the social constructivist paradigm also mentioned in module 1 of the present study.

Contrary to Casanave's (1992) assertions, most of the sample group C subject writer interviewees in the present study expressed the view that having a target audience or discourse community was in fact helpful in the context of academic publishing. They also agreed that the prompts and rubrics in the current study allowed them to focus on the target reader and better plan and write their essays. The sample group C interviewees also expressed being comfortable with both L1 and L2 related topics which is at odds with the findings in Casanave's (1992) and Ramanathan and Atkinson's (1999) studies (see module 1) as well as the attitudes of sample group A and B subject writers in the present study who showed a preference for topics more familiar to their life experiences and related more directly to their L1. Therefore, it may be concluded that sample group C subject writers were indeed higher level bilingual writers of L2, equally as comfortable recalling topic knowledge about L1 or L2 topics in either language, which may have accounted for their superior performance when compared to student subject writers from experiments 1 and 2.

CHAPTER 4. CONCLUSIONS AND RECOMMENDATIONS

Many conclusions were drawn during the discussion of results and analyses in the previous chapter, however, in this chapter a summary of the findings and conclusions for the whole study are presented. In addition possible pedagogical implications and recommendations for actual classroom situations are discussed. A list is also outlined of some of the limitations in the present study with recommendations to overcome these limitations through future studies and to investigate further some of the issues, factors and implications that were discovered from the findings of the present study.

4.1 Conclusions

As pointed out in section 1.4.4, although the present study builds upon Friedlander (1990) and Akyel's (1994) studies (See module 2, section 3.0 Review of literature), it is an original investigation with a unique scale and scope. Whereas, Friedlander (1990) focused on L2 writers in an L2 dominant context and Akyel (1994) focused on L2 writers in an L1 dominant context the present studies investigates both situated contexts as well as comparing the data collected against each other. A third situated context of advanced writers is also included in the present study. In addition the present study examines the outcome of altering planning variables for L1 Japanese subject writers, which I believe has not been previously done. Another original feature of the present study is the qualitative data that was collected in addition to the experimental quantitative data. This was done in the form of introspective methods such as questionnaires and group interviews.

The findings in the present study support a number of the results found in previous studies such as Friedlander (1990) and Akyel (1994). For the similar situated context of student L2 writers of English studying in an Anglophone country the findings in the present study on the whole agree with the findings of Friedlander (1990). Although, it must be remembered that the participant subject writers had a different cultural background and educational focus. Friedlander's (1990) study examined L1 Chinese writers of L2 English studying in an American university.

One of the principle purposes of the present study was to investigate whether L1 Japanese students studying in a language school in the Anglophone environment of the United Kingdom would be able to produce better texts and whether their writing would be enhanced if they planned in the language related to acquisition of knowledge of a topic area (matched condition). That is, if writing an English essay about a Japanese topic, these student writers would benefit if they produced a plan in Japanese and then used that plan to generate their English essay. Similarly, also investigated was if writing an English essay about an English topic, whether their writing would benefit if they produced their plan in English.

Analyses showed that when the L2 writers studying in the U.K. planned in Japanese on the Japanese topic (Japanese New Year - *Oshogatsu*) and in English on the English topic (first week in the U.K.), their plans and essays were rated significantly superior than when they planned in Japanese on the English topic and in English on the Japanese topic. The subject writers also wrote longer plans and essays in the matching conditions. These results suggest that these subjects did benefit from using the language of topic knowledge acquisition.

The subject writers' plans and essays were also examined from the viewpoint of essay topic independent of the planning language. The data revealed that essays written on the Japanese topic, *Oshogatsu,* were rated as superior to those on the first week in the U.K. topic, while the plans for *Oshogatsu* topic were shorter than those for first week in the U.K. topic. These results hold across languages, whether the plan was generated in Japanese or in English.

Looking from the perspective of language alone, independent of match/mismatch condition and independent of topic, it was found that there were differences in relation to the number of plan details and plan length for the two languages. Similar to Friedlander's (1990) study, this study suggests that L2 writers studying in an Anglophone country generate more details in their L1 plans regardless of topic. This difference appears to offer some insights into how language is stored in and retrieved from memory, with the possibility of topic data being stored in monolingual and bilingual memory stores.

These findings answered the first two research questions in the present study regarding whether L1 Japanese writers of L2 English studying at a language school in an Anglophone country plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of topic area knowledge and what if any is the effect of topic choice independent of language (L1 related topic versus L2 related topic), or language choice of plan independent of topic, (planned in L1 versus L2). The results seem to confirm most of the findings in Friedlander's (1990) study of L1 Chinese student writers of L2 English with similar independent variables. Holding true that for L1 Japanese writers of L2 English studying at a language school in the U.K., essays are improved when they plan their essays in the language

the topic of the essay was acquired in. The fact this finding was established for Japanese speaking students in the present study and for Chinese speaking students in Friedlander's (1990) study may suggest that this finding may also be generalised to students of different nationalities in a similar situated context.

However, the present study differs and improves upon previous studies such as Friedlander (1990). The present study not only investigated L1 Japanese student writers of L2 English in an Anglophone environment and the effects of planning in a matched/mismatched condition as well as varying topic and language of planning independently, but went on to investigate L1 Japanese writers in two other situated contexts. The present study consisted of three experiments. The first experiment examined L1 Japanese writers of L2 English studying at a language school in the U.K. The second experiment examined L1 Japanese writers of L2 English studying at a university in Japan. The third experiment examined L1 Japanese expert writers of L2 English who were academics that had previously published in English but were anchored in Japan.

The findings in the second experiment sought to answer the third and fourth research questions of whether L1 Japanese writers of L2 English studying at a university in their home country of Japan plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of topic area knowledge and what if any is the effect of topic choice independent of language (L1 related topic versus L2 related topic), or language choice of plan independent of topic, (planned in L1 versus L2).

Similar to the findings of experiment 1, the subject writers studying in a Japanese university also exhibited benefits when they planned in L1 Japanese on the Japanese topic and in L2 English on the English related topic (matched condition). Their plans and essays were rated significantly superior than when they planned in Japanese on the English topic and in English on the Japanese topic (mismatched condition). The subjects also wrote longer plans and essays in the matched conditions. These results suggest that these subject writers too, in the situated context of studying in a home country (Japanese) university, benefited from using the language of topic knowledge acquisition.

When the data from experiment 2 was examined in relation to topic independent of planning language, the results followed the trends found in experiment 1. Essays and plans written on the Japanese topic, *Oshogatsu,* were rated as superior to those on the English related topic, however the plans on the Japanese topic of *Oshogatsu* were shorter. This was regardless of the language of planning. Data from experiment 2 also revealed that when examining the issue of language of planning independent from topic, the plans and essay planned in Japanese were longer and contained more details than those planned in English, although they were not rated significantly different, nor were the resultant essays. The resultant essay lengths too were similar whether they had been planned in Japanese or English. These results followed closely the findings of experiment 1.

The results from experiment 1 investigating L1 Japanese writers of L2 English studying in a language school in the U.K. and from experiment 2 investigating L1 Japanese writers of L2 English studying in a university in Japan followed similar trends. That is both groups of subject writers in the two situated contexts benefited from planning in a matched condition

and both groups were rated higher on their plans and resultant essays when they wrote about the L1 related Japanese topic of *Oshogatsu* regardless of planning language. Both groups also generated longer plans containing more details when they planned in Japanese regardless of the topic, but produced essays and plans that were rated without significant difference or essay length variation.

However, when comparing the results of the experiments 1 and 2 with each other and in doing so answering the seventh research question in the present study of what the overarching quantitative and qualitative linguistic similarities, differences and patterns between the plans and resultant texts produced by L1 Japanese student writers of L2 English in different situational contexts of study (Anglophone country versus Japanese university) and what effect the language of planning and topic independent of language have on that relationship, differences were found. Overall the L2 writers in the situated context of studying in a language school in the U.K. out performed the L2 writers studying in a Japanese university. On analyses of the data it was found that as the experiment methodology was the same for both experiments and most of the independent demographic variables between these two groups were similar, that is being students, age and English proficiency, the significant difference was only in the variable of the situated context. The responses from the post-task questionnaires and group interviews revealed that the writers' attitudes, differing experiences and environments may have been decisive factors in producing the variation of results between the two groups. All the subject writers studying in the U.K. were explicitly trained in planning prior to L2 English composing, and expressed a confidence, maturity, motivation and familiarity with English writing that the subject writers studying in the Japanese university did not articulate during post-task elicitation. It is acknowledged that the findings

in the present study are suggestive and therefore future studies are necessary to explore the true nature and effect of these issues on L2 writing.

The third experiment in the present study examined L1 Japanese "expert" L2 English writers anchored in Japan. All of these L2 writers were academics living in Japan who had previously published academic articles in English. Although they were not native English speakers their English writing ability was an example of what many of the L2 writers in experiments 1 and 2 potentially aspired to achieve. The results obtained from experiment 3 were used to answer research questions five and six in the present study. That is whether L1 Japanese "expert" writers of L2 English whose professional work includes regularly writing English research papers plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of topic area knowledge and what if any is the effect of topic choice independent of language (L1 related topic versus L2 related topic), or language choice of plan independent of topic, (planned in L1 versus L2).

It was found that varying any of the independent variables of match/mismatch condition, topic independent of language or language independent of topic did not produce any benefit for the L2 writer in this situated context. Regardless of whether they planned in Japanese for the Japanese topic, or English for the English topic or vice versa, their plans and resultant essays were rated similarly and were of similar lengths. The number of details they recalled during planning was also similar. When examining the results from the viewpoint of topic and the viewpoint of planning language independent of topic, a similar lack of advantage or variation was found in the plans and resultant essays. Therefore, in the situated context of expert L2

writers of English, who were resident in Japan, no advantage was found when altering the independent variables. Reasons for this lack of variation can be speculated from the post-task questionnaire and group interview responses. Most of the expert L2 writers intimated that they had no preference over using either language to plan and felt equally as comfortable and familiar writing about either topic. It was suggested that these expert L2 writers were in fact if not totally bilingual, at least very close to it and were able to recall topic knowledge about either topic in either L1 or L2 from a linguistically shared memory store.

When comparing the findings of experiments 1 and 2 with the findings from experiment 3, a difference was found. These comparisons answered research question eight. That is, what are the overarching quantitative and qualitative linguistic similarities, differences and patterns between the plans and resultant texts produced by L1 Japanese writers of L2 English in different situational contexts of study to those of L1 Japanese "expert" academic writers of English and what, if any, is the effect that the language of planning and topic have on that relationship.

It was found that whereas, the L2 student writers in experiments 1 and 2 benefited from planning in a matched condition and achieved higher ratings when they wrote about an L1 topic, the expert L2 writers in experiment 3 gained no such advantage. However, overall, the plans and resultant essays produced by the expert L2 writers anchored in Japan were superior in every way in terms of ratings, length and details recalled. Again the post-task questionnaire and group interviews revealed the possibility that the expert writers were much more experienced in writing in English for specific target audiences and were probably higher level bilingual writers of L2, equally as comfortable recalling topic knowledge about L1 and

L2 topics in either language, which may have accounted for their superior performance when compared to student subject writers from experiments 1 and 2.

These findings somewhat agree with Akyel's (1994) study where he examined two sample groups of L1 Turkish writers of L2 English. Although both groups were students in a Turkish university, they were at different English proficiency levels. Akyel (1994) also found that the higher proficiency L2 writers did not exhibit any advantage whether planning about an L1 or L2 topic, neither did they show improved plans or essays when the planning in L1 or L2. The lower proficiency level L2 writers did however benefit when writing about a L1 topic and in some cases when the planned in L1. Although Akyel's (1994) study did not test the effect of matched/mismatched topic and planning language condition, as in the present study, the consistency between his study and the present study may allow us to speculate that regardless of the L2 writers' first language, higher level L2 writers may not benefit from specific topics or planning languages, whereas lower or intermediate L2 writers may do so. However, along with L1 Japanese writers of L2 English and Turkish L1 writers of L2 English, replication studies with L2 English writers with other varying L1s are needed.

In conclusion the findings of the present study suggest that for L1 Japanese writers of L2 English, planning in a language related to the language that details and topic knowledge was acquired in is beneficial to student writers of intermediate English proficiency level, regardless of whether they are studying in an Anglophone country or in Japan. Although studying in an Anglophone country does provide additional benefits to writing in L2 English influenced by factors such as confidence, experience and being in a multilingual study environment. Writing an English essay about an L1 Japanese topic regardless of which

language is used to plan it, produces plans and essays that are rated higher but of similar lengths. Planning in L1 Japanese regardless of the topic also enhances plans, however the resultant English essays show no advantage compared to if they had been planned in English, when topic is not taken into account.

In contrast to intermediate English proficiency L1 Japanese student writers of English, no such advantages are demonstrated for the different situated context of L1 Japanese expert L2 writers of English. However, overall these expert L2 English writers wrote better plans and essays than the student L2 English writers. This is probably due to other factors such as writing experience and bilingual memory storage that accounts for this rather than whether they plan in a matched or mismatched condition, about an L1 or L2 topic or used Japanese or English as a planning language.

Finally the findings of the present suggest that even though not the case for advanced English proficiency academic writers of English, planning and initial considerations of topic choice can be made to be more effective for L1 Japanese student writers of L2 English. If intermediate English proficiency level student writers of L2 English are made to understand the benefits of using a planning language matching the language of topic knowledge a positive effect may be achieved on their planning and L2 writing. The findings in the present study may well provide interesting pedagogical implications; these are discussed in the next section.

4.2 Pedagogical implications

In the case of the student L2 writers of English at intermediate proficiency levels the findings of the the present study support the findings of Friedlander's (1990) and Akyel's (1994) study in the situated contexts of studying in an Anglophone country and studying in a home country university. Therefore, along with the findings of these previous studies, suggestions for some directions that can have a positive impact on classroom pedagogy can be made. Bearing in mind that it has been proposed in the conclusions section that the findings in the present study when viewed with the findings in previous studies can be used to formulate ideas for teachers teaching students of varying nationalites and first languages.

When L2 student writers plan in the language the topic area knowledge was acquired with, planning certain language related topics seem to be enhanced. In this case, if writers are writing on topics related to their first language experience, their writing should be assisted and they should be able to draw on a greater amount of topic area information if they create a portion of their plan or preliminary draft in their first language. Teachers wishing to promote this kind of enhanced information retrieval from their students could encourage their students to plan their classroom essays in the language the topic was acquired in.

Using a first language when planning and preparing English essays appears to help rather than hinder writers when the topic area knowledge is in the first language. In my experience, "Conventional" teaching wisdom has often suggested that a language learner should "think" in the target language before speaking rather than think in L1 and mentally translate into the target language just before speaking. However, as this study shows, writers would lose very

little by writing a plan in their first language and then using that material to formulate into English at the appropriate time for their emerging essays. Therefore, I believe this is something teachers could promote rather than discourage in their own classrooms.

The L2 writers in this study were able to access more information when working in their first language on a first language related topic. Students in general English classes often prefer to write about topics related to their native language background (Reid & Kroll, 1995). The evidence from the present study suggests that information on such topics is more readily and easily retrieved in the first language. In writing situations such as these, student L2 writers should be encouraged by teachers to use their first language while planning and even when composing initial drafts.

It is often seen that students frequently translate from their first language to a target language mentally before speaking. The reason usually given is that the student does this to reduce cognitive load on short-term memory (Kern, 1994). However this act of translating often slows down the production of speech and reaction in turn taking within a conversation. Nevertheless, this reaction time and speed is rarely needed when producing an essay, in fact time is often given to produce several drafts. Thus, the reduction in cognitive loads on students far outweighs the advantages of thinking in the target language for plans and initial drafts when writing essays. Teachers could therefore explain this difference in producing speech and producing written work to students to promote learner autonomy and decision making.

If seen from a reverse angle, these ideas could indicate that if teachers do indeed prefer their students to stay away from using their L1 and use only English as much as possible, (especially teachers who advocate a target language only policy), then they should try to avoid assigning topics associated to their students' L1 background. In this situation, student L2 writers should be encouraged to write about English related topics, and thus more readily be using their L1 English. Groundwork considerations and planning of a topic can be improved if student L2 writers understand that a positive effect on their planning and writing can be obtained by using the language of topic area knowledge.

Although several recommendations have been outlined above, it should be noted that any pedagogical implications should be viewed as suggestive rather than set in stone. The present study is positioned on a continuum of L2 writing studies that must be further investigated and built upon. The multi-modal nature of the present study also shows that although the quantitative experimental data indicate a clear advantage of matching planning language with topic, the qualitative data often exposes subtle nuances that differ according to the varied strategies employed and attitudes held by individual L2 writers. Therefore, the most significant pedagogical implication that can be derived from the present study may be that the results encourage a paradigm shift in the understanding of the use of L1 in planning of an L2 text (see module 2 section 1.3.1). A change from Macaro's (2001) *"virtual"* or *"maximal"* positions, (respectively where teachers believe all teaching and learning must be carried out in target L2 or begrudgingly concede the unavoidable use of L1) to a more *"optimal"* position where teachers believe that the use of L1 when teaching or learning an L2 (specifically writing in the case of the present study) can in fact at times be beneficial. A position that

allows for planning a text to be carried out in either an L1 or L2 without a "knee-jerk" aversion to using any L1.

4.3 Limitations of the study

Due to the size and scope of this study, the sample sizes and choice were limited. The number of subject writers made it necessary to consider some of the finding suggestive rather than definitive. The samples in the present study were somewhat samples of convenience. For example all the L2 writers examined living in an Anglophone country were located in one language school in London. A more random element to the choice of subjects would have been preferred in an ideal situation. It may be the case that the findings in this study are confined only to students in the United Kingdom. L2 writers who have been immersed in an English language environment for a substantial amount of time in another Anglophone country may well have produced different results (and therefore findings) than those in the present study.

In particular the number of L2 writers investigated in experiment 3 was rather limited. This was due to the difficulty in finding academic expert L2 writers participants to take part in the study. This made it difficult to statistically compare the results found in experiment 3 with the findings in the other experiments. However, useful insights were gained by making qualitative comparisons between the sample groups.

Another limitation was the fact that even when subject writers were planning in English, there was no way to ensure that they were not in fact also *thinking* in their L1 (Japanese). This thinking in L1 could have included a complex mix of ideas about content, organisation of ideas, selection of language material and translation and conversion of that material into English.

Another point was the Japanese topic that was given to the subject writers in all three experiments was exactly the same, that of *Oshogatsu* Japanese New Year celebrations. However, the English topic had to be slightly altered for each of the three sample groups by necessity of their different situations and experiences. Although this situation was unavoidable and the utmost care was taken to ensure that the three English topics were as similar as possible there is still the slight possibility that the variation could have had an impact on the data obtained.

4.4 Recommendations for future research

A study with L2 writers in more situational contexts would be beneficial in any future study giving additional insights and allowing for findings that could lead to more substantial generalisations applicable to pedagogy. It could also be beneficial to do some small-scale longitudinal case-study work to understand better the issues at play in the present study. An example might be to explore further the issues of students resisting thinking in their L1. Verbal report data could be collected from students while they are actually planning and writing their essays to identify and describe factors contributing to their relative success when

planning in match and mismatch conditions. Individual strategies and learning styles could also be investigated in such case studies. Although the group interviews and questionnaires in the present study did yield valuable data on L2 writers attitudes to planning in English, this needs to be further explored and the factors that influence these attitudes could be examined in future studies.

There is potential for studies where more varied topics are investigated which would provide further insights. As well as cultural specific topics, as used in the present study, other topics that are not culturally specific to any of the languages being tested could be compared. This would provide more details on memory storage of language, especially in regards to monolingual pools and language-tagged memory. Theories of independent and interdependent language storage of bilinguals could also be better understood with such future studies.

The present study when examined alongside Friedlander's (1990) and Akyel's (1994) studies has already shown how the results produced by Japanese, Chinese and Turkish L1 writers of L2 English follow many similar trends but also a few contrasting results. Investigating the results of the match versus mismatch condition variable, topic variable and planning language variable when planning and writing an essay, across a wider range of languages, for example comparing Arabic which has a non ideographic writing system different from Turkish or European languages which may have many cognate words between themselves and English, could be insightful. Also the choice of topics for different languages could be greatly varied, possibly leading to additional interesting findings. Indeed, examining the larger social context of writing and how teachers and students view it could be considered in various other educational cultures.

APPENDIX I

A CRITERION OF WHAT IS CONSIDERED UPPER-INTERMEDIATE BY L.S. SCHOOL OF ENGLISH

Speaking and listening: The student has a systematic understanding of structural points and is able to use knowledge in a productive and communicative manner. The student has a high degree of fluency and confidence when speaking and listening in English. Accuracy when speaking plays a major role in the student's command of English, and he/she appreciates the important significance of register and appropriacy when communicating. The student has had exposure to a significant amount of vocabulary and expressions including more complex phrasal verbs, colloquial expressions and collocations. The student has knowledge of sophisticated grammar structures such as third conditionals, perfect continuous tenses, expressing wishes etc. The student is able to persuade, speculate, make deductions about the past, sympathise, and express disappointment amongst other useful functions.

Reading and writing: The student has had exposure to reading English literature, and has a developed awareness of style. The student has extensive reading skills, for example he/she has the ability to "scan" a text to pick out the information needed by reading quickly, and usually within a time limit. The student has the ability to write formal letters to authorities, design questionnaires and write creative and descriptive prose, also he/she has the ability to write reports on talks and lectures.

London U.K.
Tel: +44 (0)20
Fax: +44 (0)20
Email:
Web:

APPENDIX II

A CRITERION OF WHAT IS CONSIDERED UPPER-INTERMEDIATE BY UNIVERSITY N IN JAPAN

By the end of year two students should be at an upper-intermediate English proficiency level where they are able to discuss and write about current issues and personal concerns in depth and undertake extensive reading and comprehend the subject matter of lectures.

Students have had regular practice in silent reading and reading aloud, learned reading strategies such as skimming and scanning (including using a dictionary wisely), developed an awareness of the reading process, developed reading comprehension, and read a number of graded readers for pleasure. They are able to give oral reports to each other and compose reviews, plans and written reports, on the graded readers they have read

The students have built on and utilized what they learned about the process of writing, paragraph titles, paragraph structure, topic sentences, and supporting sentences, through submitting and revising essays, book reports and group projects. They have studied how to use correct and appropriate grammar, vocabulary and punctuation to write effective and well-connected sentences to smoothly present ideas.

Students have listening and speaking skills in the areas of everyday practical communications, and are able to express personal ideas and opinions. They not only know how to give opinions, but how to explain and support their opinions as well as compare and contrast their ideas with other members of the class.

Skills Achieved

- Reading skills: skimming; scanning; reading for detail; guessing unknown vocabulary; identifying topic; reference links; predicting; parallel expressions; classification, forming a general picture.
- Speaking skills: expressing likes/dislikes; expressing personal opinions; discussing topics; agreeing/disagreeing; speculating; answering difficult questions; giving supporting examples; expressing personal reactions; discussing moral issues, describing people/places, comparing past and present.
- Listening skills: listening for gist; listening for specific facts; prediction; analyzing questions; recognizing numbers and abbreviations.
- Writing skills: reading and describing data; describing diagrams/objects; improving style; describing data; identifying trends; topic and support sentences; giving reasons/arguments; planning an essay.
- Grammar: past simple; articles; depend on/if/how/what/when; present perfect; past/present tense; present tenses with future reference; frequency adverbs/expressions; articles; comparison; cause/effect expressions; *-ing/infinitive*; quantifiers; participle clauses; unreal conditionals; comparison; passive tense; permission; prohibition and obligation.
- Vocabulary: word partners; right/wrong word; word families; word stress pronunciation; prepositions; nouns with general meaning; register.

APPENDIX III

BACKGROUND DEMOGRAPHICS QUESTIONNAIRE
SAMPLE GROUP A – Experiment 1

アンケート１

NAME（ローマ字）：　　年齢：

英語を勉強してどのくらいになりますか？　　＿＿年＿＿ヶ月

イギリスに住んでどのくらいになりますか？　　＿＿年＿＿ヶ月

イギリスで英語を勉強してどのくらいになりますか？　　＿＿年＿＿ヶ月

日本の大学で英語を勉強しましたか？　　はい ・ いいえ

答えが**はい**の場合、英語は専攻でしたか？　　はい ・ いいえ

なぜ、または何のために英語を勉強していますか？

あなたの英語のレベルはどのくらいだと思いますか？

悪い　１　２　３　４　５　とても良い

あなたのWritingのレベルはどのくらいだと思いますか？

悪い　１　２　３　４　５　とても良い

あなたにとって、Writingはどのくらい重要ですか？

悪い　１　２　３　４　５　とても良い

BACKGROUND DEMOGRAPHICS QUESTIONNAIRE
SAMPLE GROUP A – Experiment 1
(ENGLISH TRANSLATION)
NOTE: this questionnaire was given to students in Japanese

Questionnaire 1

Name: Age:

How long have you studied English for? **__Years** **__Months**

How long have you lived in England? **__Years** **__Months**

How long have you been studying English in England for? **__Years** **__Months**

Did you study English at University in your own country? **Yes / No**

If yes, was it your major? **Yes / No**

Why are you studying English?

How would you rate your own English in general? **1 2 3 4 5**
(**1** = poor, **5** = excellent)

How would you rate your own English writing? **1 2 3 4 5**
(**1** = poor, **5** = excellent)

How important do you think English writing skills are for you? **1 2 3 4 5**
(**1** = not necessary, **5** = very important)

APPENDIX IV

BACKGROUND DEMOGRAPHICS QUESTIONNAIRE
SAMPLE GROUP B – Experiment 2

アンケート１

NAME（ローマ字）：　　年齢：

英語を勉強してどのくらいになりますか？　　＿＿年＿＿ヶ月

この大学で英語を勉強してどのくらいになりますか？　　＿＿年＿＿ヶ月

英語が使われている国に住んだことがありますか？　　はい ・ いいえ

答えが**はい**の場合、どこにどのくらい住んでいましたか？＿＿＿＿＿

そこで英語を勉強しましたか？　　はい ・ いいえ

なぜ、または何のために英語を勉強していますか？

あなたの英語のレベルはどのくらいだと思いますか？

悪い　１　２　３　４　５　とても良い

あなたのWritingのレベルはどのくらいだと思いますか？

悪い　１　２　３　４　５　とても良い

あなたにとって、Writingはどのくらい重要ですか？

悪い　１　２　３　４　５　とても良い

BACKGROUND DEMOGRAPHICS QUESTIONNAIRE
SAMPLE GROUP B – Experiment 2
(ENGLISH TRANSLATION)
NOTE: this questionnaire was given to students in Japanese

Questionnaire 1

Name: Age:

How long have you studied English for? **__Years __Months**

How long have you been studying English at this university for? **__Years __Months**

Have you ever lived in an English speaking country? **Yes / No**

If yes, where, and for how long? _____

Did you study English there? **Yes / No**

Why are you studying English?

How would you rate your own English in general? **1 2 3 4 5**
(**1** = poor, **5** = excellent)

How would you rate your own English writing? **1 2 3 4 5**
(**1** = poor, **5** = excellent)

How important do you think English writing skills are for you? **1 2 3 4 5**
(**1** = not necessary, **5** = very important

APPENDIX V

BACKGROUND DEMOGRAPHICS QUESTIONNAIRE
SAMPLE GROUP C – Experiment 3

アンケート１

NAME（ローマ字）：　　年齢：

英語を勉強してどのくらいになりますか？　　＿＿年＿＿ヶ月

英語が使われている国に住んだことがありますか？　　はい ・ いいえ

答えが**はい**の場合、どこにどのくらい住んでいましたか？ _____

そこで英語を勉強しましたか？　　はい ・ いいえ

あなたの仕事に英語はどのくらい重要ですか？

あなたの英語のレベルはどのくらいだと思いますか？

悪い　１　２　３　４　５　とても良い

あなたのWritingのレベルはどのくらいだと思いますか？

悪い　１　２　３　４　５　とても良い

あなたにとって、Writingはどのくらい重要ですか？

悪い　１　２　３　４　５　とても良い

BACKGROUND DEMOGRAPHICS QUESTIONNAIRE
SAMPLE GROUP C – Experiment 3
(ENGLISH TRANSLATION)
NOTE: this questionnaire was given to students in Japanese

Questionnaire 1

Name: Age:

How long have you studied English for? **__Years __Months**

Have you ever lived in an English speaking country? **Yes / No**

If yes, where, and for how long? _____

Did you study English there? **Yes / No**

How important is English in your job??

How would you rate your own English in general? **1 2 3 4 5**
(**1** = poor, **5** = excellent)

How would you rate your own English writing? **1 2 3 4 5**
(**1** = poor, **5** = excellent)

How important do you think English writing skills are for you? **1 2 3 4 5**
(**1** = not necessary, **5** = very important)

APPENDIX VI

PLANNING ATTITUDES QUESTIONNAIRE
USED IN ALL THREE EXPERIMENTS
(JAPANESE VERION)

English translation given below.

アンケート　2

1. 今までに国語の授業などで作文・感想文を書いた時、次のうちどの方法をとりましたか？

   a. 教師が「題目（お題）」を提示し、直接書き始めるよう指示した
   b. 教師が「題目」を提示した後、作文を書き始める前に話し合いをしたり、プランを立てるよう指示した
   c. その他
   (具体的に)……

2. 今までに英語の授業などで**英語**で作文を書いた時、次のうちどの方法をとりましたか？

   a. 教師が「題目（お題）」を提示し、直接書き始めるよう指示した
   b. 教師が「題目」を提示した後、作文を書き始める前に話し合いをしたり、プランを立てるよう指示した
   c. その他 (具体的に)
   ……

3. **日本語**で作文を書く場合、次のうちどの方法が好きですか？
   (複数回答可。 選んだ理由も書いてください。)

   a. 直接書き始める
   b. 作文を書く前に、メモを書いたりプランを立てる
   c. 下書きをした後で書く
   d. その他(具体的に)
   ……

理由
……
……
……

4. **英語**で作文を書く場合、次のうちどの方法が好きですか？
(複数回答可. 選んだ理由も書いてください。)

a. 直接書き始める
b. 作文を書く前に、メモを書いたりプランを立てる
c. 下書きをした後で書く
d. その他(具体的に)
……

理由
……
……
……

5. **英語**で作文を書く時、次のどの点に注意を払いますか？ (複数回答可)

a. 正しい文法・語法
b. ボキャブラリー・語彙
c. 全体の構成
d. 書く内容と十分に関連性のある考えを持つこと
e. その他 (具体的に)
……

6. 次の題目（お題）の作文を**英語**で書くなら、どちらの言語でプランを立てたいですか？
選んだ理由も書いてください。

日本に関係のある、または日本語で経験した題目（例えば『お正月』など）

a. 日本語
b. 英語

理由
……
……
……

英語に関係のある、または英語で経験した題目（例えば『英語圏での生活』）

a. 日本語
b. 英語

理由
……
……
……

PLANNING ATTITUDES QUESTIONNAIRE
USED IN ALL THREE EXPERIMENTS
(ENGLISH TRANSLATION)

NOTE: this questionnaire was given to students in Japanese, see above.

Questionnaire 2

1. In your Japanese composition classes which of the following methods were followed?

    a. The teacher assigned writing topics and asked us to write compositions directly.
    b. The teacher assigned writing topics with prewriting discussions and then we were asked to write plans for the composition.
    c. Other (Explain)

2. In your English composition classes which of the following methods were followed?

    a. The teacher assigned writing topics and asked us to write compositions directly.
    b. The teacher assigned writing topics with prewriting discussions and then we were asked to write plans for the composition.
    c. Other (Explain)

3. Which of the following do you prefer to do when writing compositions in Japanese? (More than one answer is possible. Please give reasons for you answers.)

    a. Writing the compositions directly.
    b. Writing notes and plans before writing compositions.
    c. Writing a draft before writing the composition.
    d. Other (Explain)

REASON:……
……
……

4. Which of the following do you prefer to do when writing compositions in English? (More than one answer is possible. Please give reasons for you answers.)

    a. Writing the compositions directly.
    b. Writing notes and plans before writing compositions.
    c. Writing a draft before writing the composition.
    d. Other (Explain)

REASON:……
……
……

5. When writing compositions in English what aspects of your composition do you pay most attention to? (More than one answer is possible.)

    a. Correct grammar and usage
    b. Vocabulary
    c. Organisation
    d. Having sufficient and relevant ideas to write about
    e. Other (Explain)

6. If it were left to you, in which language would you write a plan for an essay in English on the following topics?

    NEW YEAR OSHOGATSU JAPANESE TOPIC
    a. Japanese (give reasons)
    b. English (give reasons)

REASON:……
……
……

    ENGLISH EXPERIENCE TOPIC
    a. Japanese (give reasons)
    b. English (give reasons)

REASON:……
……
……

APPENDIX VII

EXPERIMENT 1 TASK WRITING PROMPTS
SAMPLE GROUP A (Japanese students at a UK language School)

Treatment group 1 Day 1

PLAN IN JAPANESE

HANDOUT WITH PROMPTS – *OSHOGATSU* JAPANESE NEW YEAR

Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)."

Imagine that you are writing to a British student friend who is planning to visit Japan. The student wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in the U.K.?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて日本語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **Japanese**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 1 TASK WRITING PROMPTS
SAMPLE GROUP A (Japanese students at a UK language School)

Treatment group 1 Day 2

PLAN IN JAPANESE

HANDOUT WITH PROMPTS – FIRST WEEK IN THE U.K.

Write an essay describing, "My first week studying and living in the U.K.".

Imagine that you are writing to an English speaking student friend planning to visit the U.K. Write about experiences of your first week living and studying in the U.K., including what you did, how you felt and how it was different from Japan?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて日本語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **Japanese**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 1 TASK WRITING PROMPTS
SAMPLE GROUP A (Japanese students at a UK language School)

Treatment group 2 Day 1

PLAN IN ENGLISH

HANDOUT WITH PROMPTS – *OSHOGATSU* JAPANESE NEW YEAR

Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)."

Imagine that you are writing to a British student friend who is planning to visit Japan. The student wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in the U.K.?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて英語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **English**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 1 TASK WRITING PROMPTS
SAMPLE GROUP A (Japanese students at a UK language School)

Treatment group 2 Day 2

(Japanese students at a UK language School)

PLAN IN ENGLISH

HANDOUT WITH PROMPTS – FIRST WEEK IN THE U.K.

Write an essay describing "My first week studying and living in the U.K.".

Imagine that you are writing to an English speaking student friend planning to visit the U.K. Write about experiences of your first week living and studying in the U.K., including what you did, how you felt and how it was different from Japan?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて英語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **English**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

APPENDIX VIII

EXPERIMENT 2 TASK WRITING PROMPTS
SAMPLE GROUP B (Japanese students at a Japanese University)

Treatment group 1 Day 1

PLAN IN JAPANESE

HANDOUT WITH PROMPTS – *OSHOGATSU* JAPANESE NEW YEAR

Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)."

Imagine that you are writing to a foreign student friend who is planning to visit Japan. The student wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in their country?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて日本語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **Japanese**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 2 TASK WRITING PROMPTS
SAMPLE GROUP B (Japanese students at a Japanese University)

Treatment group 1 Day 2

PLAN IN JAPANESE

HANDOUT WITH PROMPTS – FIRST WEEK IN THE DEC

Write an essay describing, "My first week studying at the Department of English Communication".

Imagine that you are writing to an English speaking student friend planning to study in your University. Write about experiences of your first week studying at the Department of English Communication, including what you did, how you felt and how it was different from studying at a Japanese high school?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて日本語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **Japanese**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 2 TASK WRITING PROMPTS
SAMPLE GROUP B (Japanese students at a Japanese University)

Treatment group 2 Day 1

PLAN IN ENGLISH

HANDOUT WITH PROMPTS – *OSHOGATSU* JAPANESE NEW YEAR

Write an essay describing "New Year's celebrations in Japan (*Oshogatsu*)."

Imagine that you are writing to a foreign student friend who is planning to visit Japan. The student wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in their country?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて英語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **English**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 2 TASK WRITING PROMPTS
SAMPLE GROUP B (Japanese students at a Japanese University)

Treatment group 2 Day 2

PLAN IN ENGLISH

HANDOUT WITH PROMPTS – FIRST WEEK IN THE DEC

Write an essay describing, "My first week studying at the Department of English Communication".

Imagine that you are writing to an English speaking student friend planning to study in your University. Write about experiences of your first week studying at the Department of English Communication, including what you did, how you felt and how it was different from studying at a Japanese high school?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて英語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **English**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

APPENDIX IX

EXPERIMENT 3 TASK WRITING PROMPTS
SAMPLE GROUP C (Japanese expert English writing Academics)

Treatment group 1 Day 1

PLAN IN JAPANESE

HANDOUT WITH PROMPTS – *OSHOGATSU* JAPANESE NEW YEAR

Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)."

Imagine that you are writing to a foreign friend who is planning to visit Japan. The friend wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in their country?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて日本語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **Japanese**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 3 TASK WRITING PROMPTS
SAMPLE GROUP C (Japanese expert English writing Academics)

Treatment group 1 Day 2

PLAN IN JAPANESE

HANDOUT WITH PROMPTS – FIRST WEEK IN AN ENGLISH SPEAKING COUNTRY.

Write an essay describing, "My first week living in an English speaking country."

Imagine that you are writing to an English speaking friend planning to visit the English speaking country you lived in. Write about experiences of your first week living, studying or working in an English-speaking country, including what you did, how you felt and how it was different from Japan?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて日本語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **Japanese**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 3 TASK WRITING PROMPTS
SAMPLE GROUP C (Japanese expert English writing Academics)

Treatment group 2 Day 1

PLAN IN ENGLISH

HANDOUT WITH PROMPTS – *OSHOGATSU* JAPANESE NEW YEAR

Write an essay describing, "New Year's celebrations in Japan (*Oshogatsu*)."

Imagine that you are writing to a foreign friend who is planning to visit Japan. The friend wishes to learn more about this topic, including what are the traditions and how it may be different from celebrations in their country?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて英語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **English**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

EXPERIMENT 3 TASK WRITING PROMPTS
SAMPLE GROUP C (Japanese expert English writing Academics)

Treatment group 2 Day 2

PLAN IN ENGLISH

HANDOUT WITH PROMPTS – FIRST WEEK IN AN ENGLISH SPEAKING COUNTRY.

Write an essay describing, "My first week living in an English speaking country."

Imagine that you are writing to an English speaking friend planning to visit the English speaking country you lived in. Write about experiences of your first week living, studying or working in an English-speaking country, including what you did, how you felt and how it was different from Japan?

1. 最初の10分間は、作文を書くためのプランを立てて下さい。プランを立てる際は、**すべて英語で**、あなたが書きたいと思う事柄・項目・考えなどを箇条書きにし、文章全体の構成も考えてください。下書きをするのではなくプランを立てます。

2. 次の35分間はこのプランを使って、**英語**で作文を書いてください。

終了後、プラン・作文の両方を提出してください。

* * *

NOTE: Subject writers were given task instruction in Japanese only. Below is an English translation of the Japanese task instructions above for information purposes only in this appendix.

1. For the first 10 minutes please ***plan*** your essay only. In your plan make a list of words, ideas and phrases you want to write about in your essay and also plan how you will organise the structure of your essay. Write your plan in **English**. Remember this is a plan NOT a first draft of your essay.

2. For the next 35 minutes, using your plan, write your essay in **English**.

Please hand in **BOTH** your plan and your essay when you finish.

APPENDIX X

HOLISTIC SCALED CRITERIA CHECKLIST FOR *PLANS* USED BY RATERS

SCORE	CONTENT
0	No or almost no relation to the task set; non-substantive.
1	Major gaps in treatment of topic. Answer with limited relevance to the task set.
2	Addresses the task set in general but there may be gaps or redundant information.
3	Relevant and adequate answer to the task set.

SCORE	VOCABULARY
0	Inadequate vocabulary, basically translation.
1	Frequent lexical inappropriacies, circumlocution, and/or repetition.
2	Some lexical inappropriacies and/or circumlocution.
3	Almost no inadequacies in vocabulary for the task. Effective range of vocabulary or appropriate register.

SCORE	MECHANICS
0	Totally or almost totally inaccurate in spelling and punctuation.
1	Low standard of accuracy in spelling and punctuation.
2	Some inaccuracies in spelling and punctuation.
3	Almost no inaccuracies in spelling and punctuation.

TOTAL OUT OF 9

APPENDIX XI

HOLISTIC SCALED CRITERIA CHECKLIST FOR *ESSAYS* USED BY RATERS

SCORE	CONTENT
0	No or almost no relation to the task set; non-substantive.
1	Major gaps in treatment of topic. Answer with limited relevance to the task set.
2	Addresses the task set in general but there may be gaps or redundant information.
3	Relevant and adequate answer to the task set.

SCORE	VOCABULARY
0	Inadequate vocabulary, basically translation.
1	Frequent lexical inappropriacies, circumlocution, and/or repetition.
2	Some lexical inappropriacies and/or circumlocution.
3	Almost no inadequacies in vocabulary for the task. Effective range of vocabulary or appropriate register.

SCORE	MECHANICS
0	Totally or almost totally inaccurate in punctuation and spelling.
1	Low standard of accuracy in punctuation and spelling.
2	Some inaccuracies in punctuation and spelling.
3	Almost no inaccuracies in punctuation and spelling.

SCORE	ORGANISATION
0	No apparent organisation.
1	Lacks organisation. Inadequate attention to genre conventions.
2	Some organisation, but not adequately controlled. Satisfactory manipulation of genre conventions.
3	Good and controlled organisation. Sound manipulation of genre conventions.

SCORE	GRAMMAR
0	Almost all grammar patterns inaccurate.
1	Frequent grammar inaccuracies.
2	Some grammatical inaccuracies; good manipulation of basic structures.
3	Almost no grammatical inaccuracies; good manipulation of most structures.

TOTAL OUT OF 15

APPENDIX XII

RESULTS TABLE FOR EXPERIMENT 1 (SAMPLE GROUP A)

Treatment Group 1

PLANNED IN JAPANESE

SUBJECT	TOPIC																	
	Oshogatsu (Japanese New Year) ***MATCH***								First week in the UK ***MISMATCH***									
	PLAN					**ESSAY**				**PLAN**					**ESSAY**			
	No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)		
			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average
1	55	16	7	7	7	278	12	13	12.5	48	11	4	5	4.5	192	8	8	8
2	122	19	8	8	8	294	13	13	13	91	16	5	5	5	214	9	9	9
3	66	16	9	9	9	392	15	15	15	58	14	6	7	6.5	219	10	10	10
4	92	14	5	6	5.5	118	10	11	10.5	77	13	4	4	4	171	7	8	7.5
5	84	16	8	8	8	334	13	13	13	75	14	5	5	5	154	7	8	7.5
6	65	15	9	9	9	412	15	15	15	52	11	5	6	5.5	285	9	11	10
7	61	15	7	7	7	266	12	12	12	54	13	4	4	4	199	7	7	7
8	59	14	8	8	8	379	12	12	12	48	12	4	5	4.5	183	7	8	7.5
9	82	16	8	8	8	375	13	14	13.5	76	14	5	5	5	222	9	9	9
10	64	17	8	9	8.5	386	14	15	14.5	59	13	4	4	4	195	7	8	7.5
11	68	16	8	8	8	298	13	14	13.5	83	16	7	7	7	256	9	9	9
12	86	16	9	8	8.5	336	15	15	15	53	14	4	4	4	187	7	7	7
13	60	13	7	8	7.5	351	15	15	15	71	14	5	5	5	198	8	8	8
14	76	17	8	8	8	347	14	15	14.5	68	13	5	5	5	191	8	9	8.5
15	78	15	8	8	8	302	14	14	14	56	11	4	4	4	198	7	7	7
16	91	16	9	9	9	363	13	15	14	59	11	4	4	4	196	7	7	7
17	113	17	8	8	8	456	14	14	14	81	15	6	6	6	199	9	9	9
18	69	15	9	9	9	386	14	14	14	59	13	5	6	5.5	210	9	8	8.5
19	62	16	8	8	8	289	13	13	13	57	10	4	4	4	198	7	7	7
20	41	10	3	4	3.5	98	9	9	9	60	12	4	4	4	195	9	9	9
Mean	74.7	15.5	7.7	7.9	7.8	323	13.2	13.6	13.4	64.3	13	4.7	5.0	4.8	203.1	8	8.3	8.2

RESULTS TABLE FOR EXPERIMENT 1 (SAMPLE GROUP A)

Treatment Group 2

PLANNED IN ENGLISH

SUBJECT	TOPIC																		
	Oshogatsu (Japanese New Year) ***MISMATCH***									First week in the UK ***MATCH***									
	PLAN					**ESSAY**				**PLAN**					**ESSAY**				
	No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			
			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average	
1	15	8	4	5	4.5	193	7	7	7	47	11	7	7	7	216	9	9	9	
2	23	10	8	9	8.5	342	15	15	15	64	13	9	9	9	309	15	15	15	
3	37	13	7	7	7	198	12	13	12.5	89	15	8	7	7.5	327	12	13	12.5	
4	28	9	4	5	4.5	195	8	9	8.5	53	12	7	7	7	358	11	11	11	
5	45	12	6	6	6	174	11	11	11	81	15	8	8	8	403	12	13	12.5	
6	29	7	5	7	6	273	9	11	10	59	14	6	6	6	354	11	11	11	
7	39	11	6	6	6	205	12	12	12	69	14	7	7	7	298	13	13	13	
8	18	6	5	5	5	165	6	7	6.5	54	13	5	7	6	334	9	10	9.5	
9	21	8	6	6	6	188	11	11	11	74	14	7	7	7	372	11	12	11.5	
10	26	8	6	7	6.5	201	13	14	13.5	92	16	8	9	8.5	423	15	15	15	
11	36	11	5	6	5.5	201	10	10	10	58	12	4	5	4.5	263	8	8	8	
12	24	9	6	6	6	231	11	13	12	78	15	7	7	7	394	13	13	13	
13	32	10	5	5	5	216	10	11	10.5	59	12	7	7	7	347	12	12	12	
14	19	6	4	5	4.5	174	5	5	5	73	14	8	8	8	367	13	14	13.5	
15	26	9	8	8	8	243	13	13	13	68	14	6	8	7	316	13	13	13	
16	28	9	7	7	7	235	12	12	12	58	14	6	6	6	334	11	11	11	
17	27	9	5	7	6	198	10	10	10	70	13	8	8	8	346	13	13	13	
18	27	9	5	5	5	192	10	10	10	83	17	9	9	9	412	15	15	15	
19	32	10	9	9	9	241	12	12	12	63	13	9	9	9	312	10	12	11	
20	29	9	7	7	7	198	9	9	9	68	13	7	7	7	303	10	10	10	
Mean	28.1	9.2	5.9	6.4	6.2	213.2	10.3	10.8	10.5	68	13.7	7.2	7.4	7.3	339.4	11.8	12.2	12.0	

APPENDIX XIII

RESULTS TABLE FOR EXPERIMENT 2 (SAMPLE GROUP B)

Treatment Group 1

PLANNED IN JAPANESE

SUBJECT	TOPIC																	
	Oshogatsu (Japanese New Year) ***MATCH***									First week in the DEC ***MISMATCH***								
	PLAN					**ESSAY**				**PLAN**					**ESSAY**			
	No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)		
			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average
1	52	10	3	4	3.5	86	8	8	8	47	11	4	4	4	176	7	7	7
2	98	16	8	8	8	399	13	14	13.5	39	9	3	3	3	162	6	6	6
3	57	12	5	6	5.5	196	10	10	10	57	9	3	3	3	181	6	6	6
4	57	12	5	5	5	167	9	9	9	48	10	4	4	4	181	7	7	7
5	113	17	9	9	9	412	14	14	14.5	54	12	4	4	4	185	7	7	7
6	63	15	8	8	8	352	11	11	11	45	10	4	4	4	173	7	7	7
7	61	15	8	8	8	370	12	12	12	48	11	4	4	4	179	7	8	7.5
8	81	16	7	7	7	378	12	12	12	46	13	4	4	4	187	7	7	7
9	59	14	6	6	6	288	10	10	10	66	13	4	4	4	189	8	8	8
10	67	15	7	7	7	329	10	11	10.5	57	12	4	4	4	193	8	10	9
11	63	14	8	9	8.5	348	12	12	12	64	10	4	4	4	186	7	7	7
12	76	15	7	7	7	327	10	11	10.5	72	14	4	5	4.5	193	7	8	7.5
13	54	11	3	4	3.5	96	8	8	8	41	9	3	3	3	164	6	6	6
14	69	15	7	7	7	321	10	10	10	45	10	3	4	3.5	173	7	8	7.5
15	68	13	6	7	6.5	301	10	10	10	47	10	3	3	3	178	7	7	7
16	70	16	8	8	8	386	12	12	12	54	10	4	4	4	183	7	7	7
17	96	14	6	6	6	298	10	10	10	67	14	5	5	5	196	8	9	8.5
18	58	14	6	6	6	279	10	10	10	80	14	6	6	6	201	9	9	9
19	74	14	7	7	7	315	10	11	10.5	39	8	3	3	3	152	5	5	5
20	79	15	7	7	7	376	12	12	12	42	10	3	3	3	171	6	7	6.5
Mean	70.8	14.2	6.6	6.8	6.7	301.2	10.7	10.9	10.8	52.9	11.0	3.8	3.9	3.9	180.2	7.0	7.3	7.1

RESULTS TABLE FOR EXPERIMENT 2 (SAMPLE GROUP B)

Treatment Group 2

PLANNED IN ENGLISH

SUBJECT	TOPIC																		
	Oshogatsu (Japanese New Year) ***MISMATCH***									First week in the DEC ***MATCH***									
	PLAN					**ESSAY**				**PLAN**					**ESSAY**				
	No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			
			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average	
1	30	10	5	6	5.5	196	10	11	10.5	55	10	5	5	5	221	8	8	8	
2	19	9	5	7	6	201	9	9	9	56	10	5	6	5.5	286	9	8	8.5	
3	17	6	4	5	4.5	162	7	7	7	50	9	3	4	5	198	5	5	5	
4	21	9	4	4	4	184	9	9	9	67	13	6	6	6	307	10	10	10	
5	16	6	4	4	4	161	6	7	6.5	66	12	6	6	6	313	10	10	10	
6	40	10	8	9	8.5	297	13	14	13.5	51	11	6	6	6	225	8	8	8	
7	17	8	4	4	4	165	8	8	8	76	14	6	6	6	301	9	9	9	
8	19	9	5	5	5	210	9	9	9	81	15	8	8	8	341	12	12	12	
9	20	9	4	4	4	183	9	9	9	69	12	7	7	7	303	10	10	10	
10	25	10	5	6	5.5	188	9	11	10	88	15	7	8	7	401	13	13	13	
11	18	9	4	5	4.5	180	8	8	8	63	12	8	8	8	349	12	12	15	
12	30	10	7	7	7	230	11	12	11.5	87	13	7	6	6.5	332	12	10	11	
13	27	9	5	5	5	220	9	9	9	78	14	7	7	7	327	12	12	12	
14	27	10	5	6	5.5	192	10	11	10.5	61	12	8	8	8	351	12	12	12	
15	28	9	5	5	5	186	9	9	9	61	11	6	6	6	312	10	10	10	
16	28	10	5	7	6	214	10	10	10	54	10	6	6	6	301	10	10	10	
17	38	10	7	9	8	243	11	12	11.5	54	9	6	6	6	227	8	8	8	
18	20	9	5	6	5.5	181	8	8	8	71	13	6	6	6	302	9	8	8.5	
19	24	9	5	5	5	228	11	12	11.5	69	13	7	7	7	307	10	10	10	
20	20	9	5	5	5	184	9	9	9	65	12	5	7	6	306	10	9	9.5	
Mean	24.2	9.0	5.1	5.7	5.4	200.3	9.3	9.7	9.5	66.1	12	6.3	6.5	6.4	300.5	10.0	9.7	10.0	

APPENDIX XIV

RESULTS TABLES FOR EXPERIMENT 3 (SAMPLE GROUP C)

Treatment Group 1

PLANNED IN JAPANESE

SUBJECT	TOPIC																	
	Oshogatsu (Japanese New Year) ***MATCH***									First week in Anglophone country ***MISMATCH***								
	PLAN					**ESSAY**				**PLAN**					**ESSAY**			
	No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)		
			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average
1	91	17	9	9	9	721	15	15	15	88	17	9	9	9	689	15	15	15
2	92	16	9	9	9	694	15	15	15	82	17	8	8	8	678	14	14	14
3	81	14	8	8	8	657	14	14	14	72	16	7	7	7	642	14	14	14
4	86	17	9	9	9	688	15	15	15	80	17	8	8	8	671	14	14	14
5	84	16	9	9	9	672	15	15	15	81	17	8	8	8	674	14	14	14
Mean	86.8	16.0	8.8	8.8	8.8	686.4	14.8	14.8	14.8	80.6	16.8	8	8.0	8.0	670.8	14.2	14.2	14.2

Treatment Group 2

PLANNED IN ENGLISH

SUBJECT	TOPIC																	
	Oshogatsu (Japanese New Year) ***MISMATCH***									First week in Anglophone country ***MATCH***								
	PLAN					**ESSAY**				**PLAN**					**ESSAY**			
	No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)			No. of Words	No. of Details	Holistic Rating (quality)			No. of Words	Holistic Rating (quality)		
			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average			Rater 1	Rater 2	Average		Rater 1	Rater 2	Average
1	74	14	8	8	8	657	14	14	14	78	14	7	8	7.5	631	14	14	14
2	91	18	9	9	9	686	15	15	15	89	19	9	9	9	714	15	15	15
3	80	15	9	9	9	679	14	14	14	88	17	9	9	9	709	15	15	15
4	82	16	9	9	9	683	14	14	14	82	17	9	9	9	676	14	14	14
5	81	16	8	8	8	696	14	14	14	84	17	9	9	9	683	15	15	15
Mean	81.6	15.8	8.6	8.6	8.6	680.2	14.2	14.2	14.2	84.2	16.8	8.6	8.8	8.7	682.6	14.6	14.6	14.6

APPENDIX XV

SPSS GENERATED T-TESTS TABLES FOR EXPERIMENT 1 ALONE

Means for match/mismatch **CONDITION** – Experiment 1

Group Statistics

	CONDITION	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	MATCH	40	71.3500	16.43722	2.59895
	MISMATCH	40	46.1500	20.96218	3.31441
PLAN - No. of details	MATCH	40	14.5750	1.85206	.29284
	MISMATCH	40	11.0750	2.59573	.41042
PLAN - Holistic rating average	MATCH	40	7.5250	1.24009	.19608
	MISMATCH	40	5.4875	1.29341	.20451
ESSAY - No. of words	MATCH	40	331.2000	71.50119	11.30533
	MISMATCH	40	208.1250	34.66483	5.48099
ESSAY - Holistic rating average	MATCH	40	12.6625	1.88920	.29871
	MISMATCH	40	9.3375	2.20834	.34917

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	5.714	.019	5.983	78	.000	25.20000	4.21187	16.81481	33.58519
	Equal variances not assumed			5.983	73.802	.000	25.20000	4.21187	16.80729	33.59271
PLAN - No. of details	Equal variances assumed	5.134	.026	6.942	78	.000	3.50000	.50418	2.49625	4.50375
	Equal variances not assumed			6.942	70.536	.000	3.50000	.50418	2.49458	4.50542
PLAN - Holistic rating average	Equal variances assumed	.269	.605	7.192	78	.000	2.03750	.28332	1.47346	2.60154
	Equal variances not assumed			7.192	77.862	.000	2.03750	.28332	1.47344	2.60156
ESSAY - No. of words	Equal variances assumed	9.110	.003	9.796	78	.000	123.07500	12.56391	98.06218	148.08782
	Equal variances not assumed			9.796	56.374	.000	123.07500	12.56391	97.91015	148.23985
ESSAY - Holistic rating average	Equal variances assumed	1.073	.303	7.236	78	.000	3.32500	.45951	2.41019	4.23981
	Equal variances not assumed			7.236	76.174	.000	3.32500	.45951	2.40985	4.24015

Means for **TOPIC** – Experiment 1

Group Statistics

	TOPIC	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	NEW YEAR IN JAPAN	40	51.3750	27.75690	4.38875
	FIRST WEEK IN UK	40	66.1250	12.37903	1.95730
PLAN - No. of details	NEW YEAR IN JAPAN	40	12.3000	3.65289	.57757
	FIRST WEEK IN UK	40	13.3500	1.59406	.25204
PLAN - Holistic rating average	NEW YEAR IN JAPAN	40	6.9625	1.52495	.24112
	FIRST WEEK IN UK	40	6.0500	1.60847	.25432
ESSAY - No. of words	NEW YEAR IN JAPAN	40	268.0750	87.70007	13.86660
	FIRST WEEK IN UK	40	271.2500	79.90948	12.63480
ESSAY - Holistic rating average	NEW YEAR IN JAPAN	40	11.9375	2.48892	.39353
	FIRST WEEK IN UK	40	10.0625	2.47342	.39108

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	31.252	.000	-3.069	78	.003	-14.75000	4.80543	-24.31687	-5.18313
	Equal variances not assumed			-3.069	53.924	.003	-14.75000	4.80543	-24.38462	-5.11538
PLAN - No. of details	Equal variances assumed	53.866	.000	-1.666	78	.100	-1.05000	.63017	-2.30457	.20457
	Equal variances not assumed			-1.666	53.334	.102	-1.05000	.63017	-2.31378	.21378
PLAN - Holistic rating average	Equal variances assumed	.233	.631	2.604	78	.011	.91250	.35045	.21480	1.61020
	Equal variances not assumed			2.604	77.779	.011	.91250	.35045	.21477	1.61023
ESSAY - No. of words	Equal variances assumed	.118	.733	-.169	78	.866	-3.17500	18.75955	-40.52239	34.17239
	Equal variances not assumed			-.169	77.335	.866	-3.17500	18.75955	-40.52746	34.17746
ESSAY - Holistic rating average	Equal variances assumed	.214	.645	3.380	78	.001	1.87500	.55481	.77046	2.97954
	Equal variances not assumed			3.380	77.997	.001	1.87500	.55481	.77046	2.97954

Means for **PLANNING LANGUAGE** – Experiment 1

Group Statistics

	PLAN LANGUAGE	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	JAPANESE	40	69.4750	17.04592	2.69520
	ENGLISH	40	48.0250	22.55533	3.56631
PLAN - No. of details	JAPANESE	40	14.2250	2.13022	.33682
	ENGLISH	40	11.4250	2.80921	.44418
PLAN - Holistic rating average	JAPANESE	40	6.3000	1.85983	.29407
	ENGLISH	40	6.7125	1.33919	.21174
ESSAY - No. of words	JAPANESE	40	263.0500	88.73699	14.03055
	ENGLISH	40	276.2750	78.21797	12.36735
ESSAY - Holistic rating average	JAPANESE	40	10.7500	2.93738	.46444
	ENGLISH	40	11.2500	2.31495	.36603

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	8.733	.004	4.798	78	.000	21.45000	4.47020	12.55052	30.34948
	Equal variances not assumed			4.798	72.591	.000	21.45000	4.47020	12.54007	30.35993
PLAN - No. of details	Equal variances assumed	5.224	.025	5.023	78	.000	2.80000	.55744	1.69023	3.90977
	Equal variances not assumed			5.023	72.706	.000	2.80000	.55744	1.68895	3.91105
PLAN - Holistic rating average	Equal variances assumed	13.893	.000	-1.138	78	.258	-.41250	.36237	-1.13392	.30892
	Equal variances not assumed			-1.138	70.873	.259	-.41250	.36237	-1.13506	.31006
ESSAY - No. of words	Equal variances assumed	.568	.453	-.707	78	.482	-13.22500	18.70314	-50.46010	24.01010
	Equal variances not assumed			-.707	76.790	.482	-13.22500	18.70314	-50.46934	24.01934
ESSAY - Holistic rating average	Equal variances assumed	10.166	.002	-.846	78	.400	-.50000	.59134	-1.67726	.67726
	Equal variances not assumed			-.846	73.960	.401	-.50000	.59134	-1.67828	.67828

APPENDIX XVI

SPSS GENERATED T-TESTS TABLES FOR EXPERIMENT 2 ALONE

Means for match/mismatch **CONDITION** – Experiment 2

Group Statistics

	CONDITION	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	MATCH	40	68.4250	13.98880	2.21182
	MISMATCH	40	38.5500	17.30711	2.73649
PLAN - No. of details	MATCH	40	13.0750	2.08028	.32892
	MISMATCH	40	9.9750	1.81853	.28753
PLAN - Holistic rating average	MATCH	40	6.5375	1.22153	.19314
	MISMATCH	40	4.6125	1.28346	.20293
ESSAY - No. of words	MATCH	40	300.8500	74.61304	11.79736
	MISMATCH	40	190.2000	26.14084	4.13323
ESSAY - Holistic rating average	MATCH	40	10.3750	1.94393	.30736
	MISMATCH	40	8.3000	1.81447	.28689

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	3.523	.064	8.491	78	.000	29.87500	3.51860	22.87000	36.88000
	Equal variances not assumed			8.491	74.714	.000	29.87500	3.51860	22.86515	36.88485
PLAN - No. of details	Equal variances assumed	3.310	.073	7.096	78	.000	3.10000	.43688	2.23024	3.96976
	Equal variances not assumed			7.096	76.631	.000	3.10000	.43688	2.22999	3.97001
PLAN - Holistic rating average	Equal variances assumed	.014	.905	6.871	78	.000	1.92500	.28015	1.36726	2.48274
	Equal variances not assumed			6.871	77.810	.000	1.92500	.28015	1.36724	2.48276
ESSAY - No. of words	Equal variances assumed	15.232	.000	8.852	78	.000	110.65000	12.50045	85.76352	135.53648
	Equal variances not assumed			8.852	48.432	.000	110.65000	12.50045	85.52196	135.77804
ESSAY - Holistic rating average	Equal variances assumed	.000	.996	4.935	78	.000	2.07500	.42045	1.23795	2.91205
	Equal variances not assumed			4.935	77.632	.000	2.07500	.42045	1.23788	2.91212

Means for **TOPIC** – Experiment 2

Group Statistics

	TOPIC	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	NEW YEAR IN JAPAN	40	47.4750	26.54265	4.19676
	FIRST WEEK IN D.E.C.	40	59.5000	13.20062	2.08720
PLAN - No. of details	NEW YEAR IN JAPAN	40	11.5750	3.00331	.47487
	FIRST WEEK IN D.E.C.	40	11.4750	1.88091	.29740
PLAN - Holistic rating average	NEW YEAR IN JAPAN	40	6.0250	1.51043	.23882
	FIRST WEEK IN D.E.C.	40	5.1250	1.53067	.24202
ESSAY - No. of words	NEW YEAR IN JAPAN	40	250.7250	86.51989	13.68000
	FIRST WEEK IN D.E.C.	40	240.3250	70.62555	11.16688
ESSAY - Holistic rating average	NEW YEAR IN JAPAN	40	10.1250	1.77139	.28008
	FIRST WEEK IN D.E.C.	40	8.5500	2.20663	.34890

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	30.242	.000	-2.566	78	.012	-12.02500	4.68713	-21.35636	-2.69364
	Equal variances not assumed			-2.566	57.181	.013	-12.02500	4.68713	-21.41018	-2.63982
PLAN - No. of details	Equal variances assumed	18.117	.000	.178	78	.859	.10000	.56031	-1.01548	1.21548
	Equal variances not assumed			.178	65.515	.859	.10000	.56031	-1.01884	1.21884
PLAN - Holistic rating average	Equal variances assumed	.195	.660	2.647	78	.010	.90000	.34001	.22309	1.57691
	Equal variances not assumed			2.647	77.986	.010	.90000	.34001	.22308	1.57692
ESSAY - No. of words	Equal variances assumed	2.096	.152	.589	78	.558	10.40000	17.65903	-24.75644	45.55644
	Equal variances not assumed			.589	74.993	.558	10.40000	17.65903	-24.77865	45.57865
ESSAY - Holistic rating average	Equal variances assumed	1.790	.185	3.520	78	.001	1.57500	.44741	.68427	2.46573
	Equal variances not assumed			3.520	74.516	.001	1.57500	.44741	.68362	2.46638

Means for **PLANNING LANGUAGE** – Experiment 2

Group Statistics

	PLAN LANGUAGE	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	JAPANESE	40	61.8250	16.54812	2.61649
	ENGLISH	40	45.1500	23.16225	3.66227
PLAN - No. of details	JAPANESE	40	12.5500	2.41735	.38222
	ENGLISH	40	10.5000	2.13638	.33779
PLAN - Holistic rating average	JAPANESE	40	5.2625	1.84664	.29198
	ENGLISH	40	5.8875	1.19554	.18903
ESSAY - No. of words	JAPANESE	40	240.6750	90.51913	14.31233
	ENGLISH	40	250.3750	65.47643	10.35273
ESSAY - Holistic rating average	JAPANESE	40	8.9500	2.28372	.36109
	ENGLISH	40	9.7250	1.93798	.30642

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	14.044	.000	3.705	78	.000	16.67500	4.50092	7.71436	25.63564
	Equal variances not assumed			3.705	70.585	.000	16.67500	4.50092	7.69951	25.65049
PLAN - No. of details	Equal variances assumed	2.311	.133	4.019	78	.000	2.05000	.51009	1.03449	3.06551
	Equal variances not assumed			4.019	76.839	.000	2.05000	.51009	1.03425	3.06575
PLAN - Holistic rating average	Equal variances assumed	16.902	.000	-1.797	78	.076	-.62500	.34783	-1.31748	.06748
	Equal variances not assumed			-1.797	66.808	.077	-.62500	.34783	-1.31931	.06931
ESSAY - No. of words	Equal variances assumed	9.512	.003	-.549	78	.584	-9.70000	17.66414	-44.86660	25.46660
	Equal variances not assumed			-.549	71.040	.585	-9.70000	17.66414	-44.92095	25.52095
ESSAY - Holistic rating average	Equal variances assumed	2.756	.101	-1.636	78	.106	-.77500	.47358	-1.71783	.16783
	Equal variances not assumed			-1.636	75.988	.106	-.77500	.47358	-1.71822	.16822

APPENDIX XVII

SPSS GENERATED T-TESTS TABLES FOR EXPERIMENT 3 ALONE

Means for match/mismatch **CONDITION** – Experiment 3

Group Statistics

	CONDITION	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	MATCH	10	85.5000	4.52769	1.43178
	MISMATCH	10	81.1000	5.60654	1.77294
PLAN - No. of details	MATCH	10	16.4000	1.50555	.47610
	MISMATCH	10	16.3000	1.15950	.36667
PLAN - Holistic rating average	MATCH	10	8.7500	.54006	.17078
	MISMATCH	10	8.3000	.67495	.21344
ESSAY - No. of words	MATCH	10	684.5000	27.39526	8.66314
	MISMATCH	10	675.5000	15.89724	5.02715
ESSAY - Holistic rating average	MATCH	10	14.6500	.57975	.18333
	MISMATCH	10	14.2000	.42164	.13333

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.000	.989	1.931	18	.069	4.40000	2.27889	-.38777	9.18777
	Equal variances not assumed			1.931	17.236	.070	4.40000	2.27889	-.40302	9.20302
PLAN - No. of details	Equal variances assumed	.367	.552	.166	18	.870	.10000	.60093	-1.16250	1.36250
	Equal variances not assumed			.166	16.898	.870	.10000	.60093	-1.16843	1.36843
PLAN - Holistic rating average	Equal variances assumed	1.158	.296	1.646	18	.117	.45000	.27335	-.12429	1.02429
	Equal variances not assumed			1.646	17.174	.118	.45000	.27335	-.12628	1.02628
ESSAY - No. of words	Equal variances assumed	2.193	.156	.899	18	.381	9.00000	10.01610	-12.04304	30.04304
	Equal variances not assumed			.899	14.444	.384	9.00000	10.01610	-12.42061	30.42061
ESSAY - Holistic rating average	Equal variances assumed	2.167	.158	1.985	18	.063	.45000	.22669	-.02626	.92626
	Equal variances not assumed			1.985	16.439	.064	.45000	.22669	-.02952	.92952

Means for **TOPIC** – Experiment 3

Group Statistics

	TOPIC	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	NEW YEAR IN JAPAN	10	84.2000	5.80804	1.83666
	FIRST WEEK ABROAD	10	82.4000	5.21110	1.64789
PLAN - No. of details	NEW YEAR IN JAPAN	10	15.9000	1.28668	.40689
	FIRST WEEK ABROAD	10	16.8000	1.22927	.38873
PLAN - Holistic rating average	NEW YEAR IN JAPAN	10	8.7000	.48305	.15275
	FIRST WEEK ABROAD	10	8.3500	.74722	.23629
ESSAY - No. of words	NEW YEAR IN JAPAN	10	683.3000	19.02075	6.01489
	FIRST WEEK ABROAD	10	676.7000	25.73389	8.13777
ESSAY - Holistic rating average	NEW YEAR IN JAPAN	10	14.5000	.52705	.16667
	FIRST WEEK ABROAD	10	14.3500	.57975	.18333

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.285	.600	.729	18	.475	1.80000	2.46757	-3.38417	6.98417
	Equal variances not assumed			.729	17.792	.475	1.80000	2.46757	-3.38851	6.98851
PLAN - No. of details	Equal variances assumed	.301	.590	-1.599	18	.127	-.90000	.56273	-2.08225	.28225
	Equal variances not assumed			-1.599	17.963	.127	-.90000	.56273	-2.08243	.28243
PLAN - Holistic rating average	Equal variances assumed	4.191	.056	1.244	18	.229	.35000	.28137	-.24113	.94113
	Equal variances not assumed			1.244	15.404	.232	.35000	.28137	-.24835	.94835
ESSAY - No. of words	Equal variances assumed	.384	.543	.652	18	.523	6.60000	10.11940	-14.66007	27.86007
	Equal variances not assumed			.652	16.573	.523	6.60000	10.11940	-14.79201	27.99201
ESSAY - Holistic rating average	Equal variances assumed	.112	.742	.605	18	.552	.15000	.24777	-.37054	.67054
	Equal variances not assumed			.605	17.839	.553	.15000	.24777	-.37088	.67088

Means for **PLANNING LANGUAGE** – Experiment 3

Group Statistics

	PLAN LANGUAGE	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	JAPANESE	10	83.7000	5.90762	1.86815
	ENGLISH	10	82.9000	5.23768	1.65630
PLAN - No. of details	JAPANESE	10	16.4000	.96609	.30551
	ENGLISH	10	16.3000	1.63639	.51747
PLAN - Holistic rating average	JAPANESE	10	8.4000	.69921	.22111
	ENGLISH	10	8.6500	.57975	.18333
ESSAY - No. of words	JAPANESE	10	678.6000	21.50039	6.79902
	ENGLISH	10	681.4000	24.11638	7.62627
ESSAY - Holistic rating average	JAPANESE	10	14.5000	.52705	.16667
	ENGLISH	10	14.3500	.57975	.18333

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.083	.777	.320	18	.752	.80000	2.49666	-4.44530	6.04530
	Equal variances not assumed			.320	17.745	.752	.80000	2.49666	-4.45070	6.05070
PLAN - No. of details	Equal variances assumed	2.907	.105	.166	18	.870	.10000	.60093	-1.16250	1.36250
	Equal variances not assumed			.166	14.594	.870	.10000	.60093	-1.18395	1.38395
PLAN - Holistic rating average	Equal variances assumed	.765	.393	-.870	18	.396	-.25000	.28723	-.85344	.35344
	Equal variances not assumed			-.870	17.403	.396	-.25000	.28723	-.85493	.35493
ESSAY - No. of words	Equal variances assumed	.021	.886	-.274	18	.787	-2.80000	10.21698	-24.26508	18.66508
	Equal variances not assumed			-.274	17.768	.787	-2.80000	10.21698	-24.28520	18.68520
ESSAY - Holistic rating average	Equal variances assumed	.112	.742	.605	18	.552	.15000	.24777	-.37054	.67054
	Equal variances not assumed			.605	17.839	.553	.15000	.24777	-.37088	.67088

APPENDIX XVIII

SPSS GENERATED T-TESTS TABLES FOR STAGE TWO ANALYSES

Overview means for **SITUATED CONTEXT**
(Sample Group A - Students in the United Kingdom vs. Sample Group B Students in the Japan)

Group Statistics

	SITUATED CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK LANG. SCHOOL	80	58.7500	22.60699	2.52754
	JP UNIVERSITY	80	53.4875	21.68940	2.42495
PLAN - No. of details	UK LANG. SCHOOL	80	12.8250	2.84972	.31861
	JP UNIVERSITY	80	11.5250	2.49036	.27843
PLAN - Holistic rating average	UK LANG. SCHOOL	80	6.5063	1.62359	.18152
	JP UNIVERSITY	80	5.5750	1.57733	.17635
ESSAY - Rater 1 score	UK LANG. SCHOOL	80	10.8125	2.64859	.29612
	JP UNIVERSITY	80	9.2000	2.04630	.22878
ESSAY - Rater 2 Score	UK LANG. SCHOOL	80	11.1875	2.66764	.29825
	JP UNIVERSITY	80	9.3875	2.09577	.23431

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.010	.919	1.502	158	.135	5.26250	3.50269	-1.65563	12.18063
	Equal variances not assumed			1.502	157.730	.135	5.26250	3.50269	-1.65572	12.18072
PLAN - No. of details	Equal variances assumed	.505	.478	3.072	158	.003	1.30000	.42313	.46429	2.13571
	Equal variances not assumed			3.072	155.214	.003	1.30000	.42313	.46417	2.13583
PLAN - Holistic rating average	Equal variances assumed	.490	.485	3.680	158	.000	.93125	.25308	.43139	1.43111
	Equal variances not assumed			3.680	157.868	.000	.93125	.25308	.43139	1.43111
ESSAY - Rater 1 score	Equal variances assumed	9.509	.002	4.309	158	.000	1.61250	.37421	.87341	2.35159
	Equal variances not assumed			4.309	148.536	.000	1.61250	.37421	.87305	2.35195
ESSAY - Rater 2 Score	Equal variances assumed	7.972	.005	4.746	158	.000	1.80000	.37928	1.05088	2.54912
	Equal variances not assumed			4.746	149.618	.000	1.80000	.37928	1.05055	2.54945

Means for **CONDITION** (Sample Group A match vs. Sample Group B match)

Group Statistics

	CONDITION BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS MATCHED CONDITION	40	71.3500	16.43722	2.59895
	JP STDS MATCHED CONDITION	40	68.4250	13.98880	2.21182
PLAN - No. of details	UK STDS MATCHED CONDITION	40	14.5750	1.85206	.29284
	JP STDS MATCHED CONDITION	40	13.0750	2.08028	.32892
PLAN - Holistic rating average	UK STDS MATCHED CONDITION	40	7.5250	1.24009	.19608
	JP STDS MATCHED CONDITION	40	6.5375	1.22153	.19314
ESSAY - Rater 1 score	UK STDS MATCHED CONDITION	40	12.4750	1.92137	.30380
	JP STDS MATCHED CONDITION	40	10.3000	1.75704	.27781
ESSAY - Rater 2 Score	UK STDS MATCHED CONDITION	40	12.8500	1.90209	.30075
	JP STDS MATCHED CONDITION	40	10.2750	1.85344	.29306

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.880	.351	.857	78	.394	2.92500	3.41273	-3.86922	9.71922
	Equal variances not assumed			.857	76.055	.394	2.92500	3.41273	-3.87196	9.72196
PLAN - No. of details	Equal variances assumed	.902	.345	3.406	78	.001	1.50000	.44039	.62325	2.37675
	Equal variances not assumed			3.406	76.970	.001	1.50000	.44039	.62307	2.37693
PLAN - Holistic rating average	Equal variances assumed	.010	.921	3.588	78	.001	.98750	.27523	.43957	1.53543
	Equal variances not assumed			3.588	77.982	.001	.98750	.27523	.43957	1.53543
ESSAY - Rater 1 score	Equal variances assumed	.743	.391	5.283	78	.000	2.17500	.41167	1.35543	2.99457
	Equal variances not assumed			5.283	77.385	.000	2.17500	.41167	1.35533	2.99467
ESSAY - Rater 2 Score	Equal variances assumed	.063	.802	6.132	78	.000	2.57500	.41992	1.73901	3.41099
	Equal variances not assumed			6.132	77.948	.000	2.57500	.41992	1.73900	3.41100

Means for **CONDITION** (Sample Group A mismatch vs. Sample Group B mismatch)

Group Statistics

	CONDITION BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS MISMATCHED CONDITION	40	46.1500	20.96218	3.31441
	JP STDS MISMATCHED CONDITION	40	38.5500	17.30711	2.73649
PLAN - No. of details	UK STDS MISMATCHED CONDITION	40	11.0750	2.59573	.41042
	JP STDS MISMATCHED CONDITION	40	9.9750	1.81853	.28753
PLAN - Holistic rating average	UK STDS MISMATCHED CONDITION	40	5.4875	1.29341	.20451
	JP STDS MISMATCHED CONDITION	40	4.6125	1.28346	.20293
ESSAY - Rater 1 score	UK STDS MISMATCHED CONDITION	40	9.1500	2.20198	.34816
	JP STDS MISMATCHED CONDITION	40	8.1000	1.70670	.26985
ESSAY - Rater 2 Score	UK STDS MISMATCHED CONDITION	40	9.5250	2.26441	.35804
	JP STDS MISMATCHED CONDITION	40	8.5000	1.96116	.31009

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	2.853	.095	1.768	78	.081	7.60000	4.29811	-.95687	16.15687
	Equal variances not assumed			1.768	75.302	.081	7.60000	4.29811	-.96170	16.16170
PLAN - No. of details	Equal variances assumed	8.633	.004	2.195	78	.031	1.10000	.50112	.10235	2.09765
	Equal variances not assumed			2.195	69.852	.031	1.10000	.50112	.10051	2.09949
PLAN - Holistic rating average	Equal variances assumed	.088	.767	3.037	78	.003	.87500	.28811	.30143	1.44857
	Equal variances not assumed			3.037	77.995	.003	.87500	.28811	.30143	1.44857
ESSAY - Rater 1 score	Equal variances assumed	1.971	.164	2.384	78	.020	1.05000	.44050	.17304	1.92696
	Equal variances not assumed			2.384	73.432	.020	1.05000	.44050	.17218	1.92782
ESSAY - Rater 2 Score	Equal variances assumed	1.236	.270	2.164	78	.034	1.02500	.47365	.08204	1.96796
	Equal variances not assumed			2.164	76.441	.034	1.02500	.47365	.08174	1.96826

Means for **CONDITION** (Sample Group A match vs. Sample Group B mismatch)

Group Statistics

	CONDITION BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS MATCHED CONDITION	40	71.3500	16.43722	2.59895
	JP STDS MISMATCHED CONDITION	40	38.5500	17.30711	2.73649
PLAN - No. of details	UK STDS MATCHED CONDITION	40	14.5750	1.85206	.29284
	JP STDS MISMATCHED CONDITION	40	9.9750	1.81853	.28753
PLAN - Holistic rating average	UK STDS MATCHED CONDITION	40	7.5250	1.24009	.19608
	JP STDS MISMATCHED CONDITION	40	4.6125	1.28346	.20293
ESSAY - Rater 1 score	UK STDS MATCHED CONDITION	40	12.4750	1.92137	.30380
	JP STDS MISMATCHED CONDITION	40	8.1000	1.70670	.26985
ESSAY - Rater 2 Score	UK STDS MATCHED CONDITION	40	12.8500	1.90209	.30075
	JP STDS MISMATCHED CONDITION	40	8.5000	1.96116	.31009

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.673	.414	8.691	78	.000	32.80000	3.77398	25.28658	40.31342
	Equal variances not assumed			8.691	77.793	.000	32.80000	3.77398	25.28626	40.31374
PLAN - No. of details	Equal variances assumed	.990	.323	11.209	78	.000	4.60000	.41040	3.78295	5.41705
	Equal variances not assumed			11.209	77.974	.000	4.60000	.41040	3.78295	5.41705
PLAN - Holistic rating average	Equal variances assumed	.044	.834	10.321	78	.000	2.91250	.28218	2.35072	3.47428
	Equal variances not assumed			10.321	77.908	.000	2.91250	.28218	2.35071	3.47429
ESSAY - Rater 1 score	Equal variances assumed	.613	.436	10.767	78	.000	4.37500	.40634	3.56604	5.18396
	Equal variances not assumed			10.767	76.930	.000	4.37500	.40634	3.56586	5.18414
ESSAY - Rater 2 Score	Equal variances assumed	.045	.833	10.070	78	.000	4.35000	.43198	3.49000	5.21000
	Equal variances not assumed			10.070	77.927	.000	4.35000	.43198	3.48999	5.21001

Means for **CONDITION** (Sample Group A mismatch vs. Sample Group B match)

Group Statistics

	CONDITION BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS MISMATCHED CONDITION	40	46.1500	20.96218	3.31441
	JP STDS MATCHED CONDITION	40	68.4250	13.98880	2.21182
PLAN - No. of details	UK STDS MISMATCHED CONDITION	40	11.0750	2.59573	.41042
	JP STDS MATCHED CONDITION	40	13.0750	2.08028	.32892
PLAN - Holistic rating average	UK STDS MISMATCHED CONDITION	40	5.4875	1.29341	.20451
	JP STDS MATCHED CONDITION	40	6.5375	1.22153	.19314
ESSAY - Rater 1 score	UK STDS MISMATCHED CONDITION	40	9.1500	2.20198	.34816
	JP STDS MATCHED CONDITION	40	10.3000	1.75704	.27781
ESSAY - Rater 2 Score	UK STDS MISMATCHED CONDITION	40	9.5250	2.26441	.35804
	JP STDS MATCHED CONDITION	40	10.2750	1.85344	.29306

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	12.259	.001	-5.590	78	.000	-22.27500	3.98466	-30.20784	-14.34216
	Equal variances not assumed			-5.590	67.987	.000	-22.27500	3.98466	-30.22628	-14.32372
PLAN - No. of details	Equal variances assumed	2.001	.161	-3.803	78	.000	-2.00000	.52596	-3.04711	-.95289
	Equal variances not assumed			-3.803	74.467	.000	-2.00000	.52596	-3.04789	-.95211
PLAN - Holistic rating average	Equal variances assumed	.190	.664	-3.733	78	.000	-1.05000	.28129	-1.61001	-.48999
	Equal variances not assumed			-3.733	77.746	.000	-1.05000	.28129	-1.61004	-.48996
ESSAY - Rater 1 score	Equal variances assumed	2.108	.151	-2.582	78	.012	-1.15000	.44542	-2.03676	-.26324
	Equal variances not assumed			-2.582	74.337	.012	-1.15000	.44542	-2.03745	-.26255
ESSAY - Rater 2 Score	Equal variances assumed	2.442	.122	-1.621	78	.109	-.75000	.46268	-1.67112	.17112
	Equal variances not assumed			-1.621	75.068	.109	-.75000	.46268	-1.67169	.17169

Means for **TOPIC** (Sample Group A JPN Topic vs. Sample Group B JPN topic)

Group Statistics

	TOPIC BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS NEW YEAR JAPAN TOPIC	40	51.3750	27.75690	4.38875
	JP STDS NEW YEAR JAPAN TOPIC	40	47.4750	26.54265	4.19676
PLAN - No. of details	UK STDS NEW YEAR JAPAN TOPIC	40	12.3000	3.65289	.57757
	JP STDS NEW YEAR JAPAN TOPIC	40	11.5750	3.00331	.47487
PLAN - Holistic rating average	UK STDS NEW YEAR JAPAN TOPIC	40	6.9625	1.52495	.24112
	JP STDS NEW YEAR JAPAN TOPIC	40	6.0250	1.51043	.23882
ESSAY - Rater 1 score	UK STDS NEW YEAR JAPAN TOPIC	40	11.7250	2.51138	.39708
	JP STDS NEW YEAR JAPAN TOPIC	40	9.9500	1.69388	.26783
ESSAY - Rater 2 Score	UK STDS NEW YEAR JAPAN TOPIC	40	12.1500	2.50691	.39638
	JP STDS NEW YEAR JAPAN TOPIC	40	10.2750	1.82557	.28865

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.038	.845	.642	78	.523	3.90000	6.07239	-8.18920	15.98920
	Equal variances not assumed			.642	77.844	.523	3.90000	6.07239	-8.18958	15.98958
PLAN - No. of details	Equal variances assumed	3.999	.049	.970	78	.335	.72500	.74772	-.76360	2.21360
	Equal variances not assumed			.970	75.189	.335	.72500	.74772	-.76447	2.21447
PLAN - Holistic rating average	Equal variances assumed	.050	.823	2.762	78	.007	.93750	.33937	.26187	1.61313
	Equal variances not assumed			2.762	77.993	.007	.93750	.33937	.26186	1.61314
ESSAY - Rater 1 score	Equal variances assumed	6.204	.015	3.706	78	.000	1.77500	.47896	.82145	2.72855
	Equal variances not assumed			3.706	68.400	.000	1.77500	.47896	.81934	2.73066
ESSAY - Rater 2 Score	Equal variances assumed	2.973	.089	3.824	78	.000	1.87500	.49034	.89881	2.85119
	Equal variances not assumed			3.824	71.284	.000	1.87500	.49034	.89736	2.85264

Means for **TOPIC** (Sample Group A ENG Topic vs. Sample Group B ENG topic)

Group Statistics

	TOPIC BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS ENGLISH TOPIC	40	66.1250	12.37903	1.95730
	JP STDS ENGLISH TOPIC	40	59.5000	13.20062	2.08720
PLAN - No. of details	UK STDS ENGLISH TOPIC	40	13.3500	1.59406	.25204
	JP STDS ENGLISH TOPIC	40	11.4750	1.88091	.29740
PLAN - Holistic rating average	UK STDS ENGLISH TOPIC	40	6.0500	1.60847	.25432
	JP STDS ENGLISH TOPIC	40	5.1250	1.53067	.24202
ESSAY - Rater 1 score	UK STDS ENGLISH TOPIC	40	9.9000	2.48895	.39354
	JP STDS ENGLISH TOPIC	40	8.4500	2.11163	.33388
ESSAY - Rater 2 Score	UK STDS ENGLISH TOPIC	40	10.2250	2.49602	.39466
	JP STDS ENGLISH TOPIC	40	8.5000	1.98714	.31419

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.109	.742	2.315	78	.023	6.62500	2.86137	.92846	12.32154
	Equal variances not assumed			2.315	77.680	.023	6.62500	2.86137	.92809	12.32191
PLAN - No. of details	Equal variances assumed	2.967	.089	4.810	78	.000	1.87500	.38983	1.09890	2.65110
	Equal variances not assumed			4.810	75.958	.000	1.87500	.38983	1.09857	2.65143
PLAN - Holistic rating average	Equal variances assumed	.082	.775	2.635	78	.010	.92500	.35107	.22606	1.62394
	Equal variances not assumed			2.635	77.809	.010	.92500	.35107	.22604	1.62396
ESSAY - Rater 1 score	Equal variances assumed	1.401	.240	2.810	78	.006	1.45000	.51609	.42255	2.47745
	Equal variances not assumed			2.810	75.983	.006	1.45000	.51609	.42212	2.47788
ESSAY - Rater 2 Score	Equal variances assumed	4.235	.043	3.420	78	.001	1.72500	.50445	.72071	2.72929
	Equal variances not assumed			3.420	74.269	.001	1.72500	.50445	.71992	2.73008

Means for **TOPIC** (Sample Group A JPN Topic vs. Sample Group B ENG topic)

Group Statistics

	TOPIC BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS NEW YEAR JAPAN TOPIC	40	51.3750	27.75690	4.38875
	JP STDS ENGLISH TOPIC	40	59.5000	13.20062	2.08720
PLAN - No. of details	UK STDS NEW YEAR JAPAN TOPIC	40	12.3000	3.65289	.57757
	JP STDS ENGLISH TOPIC	40	11.4750	1.88091	.29740
PLAN - Holistic rating average	UK STDS NEW YEAR JAPAN TOPIC	40	6.9625	1.52495	.24112
	JP STDS ENGLISH TOPIC	40	5.1250	1.53067	.24202
ESSAY - Rater 1 score	UK STDS NEW YEAR JAPAN TOPIC	40	11.7250	2.51138	.39708
	JP STDS ENGLISH TOPIC	40	8.4500	2.11163	.33388
ESSAY - Rater 2 Score	UK STDS NEW YEAR JAPAN TOPIC	40	12.1500	2.50691	.39638
	JP STDS ENGLISH TOPIC	40	8.5000	1.98714	.31419

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	27.741	.000	-1.672	78	.099	-8.12500	4.85979	-17.80010	1.55010
	Equal variances not assumed			-1.672	55.783	.100	-8.12500	4.85979	-17.86116	1.61116
PLAN - No. of details	Equal variances assumed	37.360	.000	1.270	78	.208	.82500	.64964	-.46834	2.11834
	Equal variances not assumed			1.270	58.322	.209	.82500	.64964	-.47525	2.12525
PLAN - Holistic rating average	Equal variances assumed	.046	.830	5.379	78	.000	1.83750	.34163	1.15737	2.51763
	Equal variances not assumed			5.379	77.999	.000	1.83750	.34163	1.15737	2.51763
ESSAY - Rater 1 score	Equal variances assumed	.588	.446	6.313	78	.000	3.27500	.51880	2.24215	4.30785
	Equal variances not assumed			6.313	75.767	.000	3.27500	.51880	2.24167	4.30833
ESSAY - Rater 2 Score	Equal variances assumed	1.564	.215	7.216	78	.000	3.65000	.50580	2.64303	4.65697
	Equal variances not assumed			7.216	74.137	.000	3.65000	.50580	2.64220	4.65780

Means for **TOPIC** (Sample Group A ENG Topic vs. Sample Group B ENG topic)

Group Statistics

	TOPIC BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS ENGLISH TOPIC	40	66.1250	12.37903	1.95730
	JP STDS NEW YEAR JAPAN TOPIC	40	47.4750	26.54265	4.19676
PLAN - No. of details	UK STDS ENGLISH TOPIC	40	13.3500	1.59406	.25204
	JP STDS NEW YEAR JAPAN TOPIC	40	11.5750	3.00331	.47487
PLAN - Holistic rating average	UK STDS ENGLISH TOPIC	40	6.0500	1.60847	.25432
	JP STDS NEW YEAR JAPAN TOPIC	40	6.0250	1.51043	.23882
ESSAY - Rater 1 score	UK STDS ENGLISH TOPIC	40	9.9000	2.48895	.39354
	JP STDS NEW YEAR JAPAN TOPIC	40	9.9500	1.69388	.26783
ESSAY - Rater 2 Score	UK STDS ENGLISH TOPIC	40	10.2250	2.49602	.39466
	JP STDS NEW YEAR JAPAN TOPIC	40	10.2750	1.82557	.28865

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	34.483	.000	4.027	78	.000	18.65000	4.63075	9.43089	27.86911
	Equal variances not assumed			4.027	55.200	.000	18.65000	4.63075	9.37053	27.92947
PLAN - No. of details	Equal variances assumed	31.620	.000	3.302	78	.001	1.77500	.53761	.70470	2.84530
	Equal variances not assumed			3.302	59.358	.002	1.77500	.53761	.69938	2.85062
PLAN - Holistic rating average	Equal variances assumed	.481	.490	.072	78	.943	.02500	.34888	-.66956	.71956
	Equal variances not assumed			.072	77.694	.943	.02500	.34888	-.66960	.71960
ESSAY - Rater 1 score	Equal variances assumed	9.323	.003	-.105	78	.917	-.05000	.47603	-.99770	.89770
	Equal variances not assumed			-.105	68.746	.917	-.05000	.47603	-.99971	.89971
ESSAY - Rater 2 Score	Equal variances assumed	6.981	.010	-.102	78	.919	-.05000	.48895	-1.02342	.92342
	Equal variances not assumed			-.102	71.441	.919	-.05000	.48895	-1.02483	.92483

Means for **PLAN LANGUAGE** (Sample Group A L1 vs. Sample Group B L1)

Group Statistics

	PLAN LANGUAGE BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS JAPANESE	40	69.4750	17.04592	2.69520
	JP STDS JAPANESE	40	61.8250	16.54812	2.61649
PLAN - No. of details	UK STDS JAPANESE	40	14.2250	2.13022	.33682
	JP STDS JAPANESE	40	12.5500	2.41735	.38222
PLAN - Holistic rating average	UK STDS JAPANESE	40	6.3000	1.85983	.29407
	JP STDS JAPANESE	40	5.2625	1.84664	.29198
ESSAY - Rater 1 score	UK STDS JAPANESE	40	10.5750	2.92546	.46256
	JP STDS JAPANESE	40	8.8000	2.25548	.35662
ESSAY - Rater 2 Score	UK STDS JAPANESE	40	10.9250	2.98189	.47148
	JP STDS JAPANESE	40	9.0750	2.28021	.36053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.080	.777	2.037	78	.045	7.65000	3.75634	.17170	15.12830
	Equal variances not assumed			2.037	77.932	.045	7.65000	3.75634	.17160	15.12840
PLAN - No. of details	Equal variances assumed	2.236	.139	3.288	78	.002	1.67500	.50945	.66077	2.68923
	Equal variances not assumed			3.288	76.785	.002	1.67500	.50945	.66052	2.68948
PLAN - Holistic rating average	Equal variances assumed	.130	.719	2.504	78	.014	1.03750	.41440	.21249	1.86251
	Equal variances not assumed			2.504	77.996	.014	1.03750	.41440	.21249	1.86251
ESSAY - Rater 1 score	Equal variances assumed	9.169	.003	3.039	78	.003	1.77500	.58407	.61221	2.93779
	Equal variances not assumed			3.039	73.259	.003	1.77500	.58407	.61102	2.93898
ESSAY - Rater 2 Score	Equal variances assumed	9.499	.003	3.117	78	.003	1.85000	.59353	.66838	3.03162
	Equal variances not assumed			3.117	72.989	.003	1.85000	.59353	.66710	3.03290

Means for **PLAN LANGUAGE** (Sample Group A L2 vs. Sample Group B L2)

Group Statistics

	PLAN LANGUAGE BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS ENGLISH	40	48.0250	22.55533	3.56631
	JP STDS ENGLISH	40	45.1500	23.16225	3.66227
PLAN - No. of details	UK STDS ENGLISH	40	11.4250	2.80921	.44418
	JP STDS ENGLISH	40	10.5000	2.13638	.33779
PLAN - Holistic rating average	UK STDS ENGLISH	40	6.7125	1.33919	.21174
	JP STDS ENGLISH	40	5.8875	1.19554	.18903
ESSAY - Rater 1 score	UK STDS ENGLISH	40	11.0500	2.35285	.37202
	JP STDS ENGLISH	40	9.6000	1.75119	.27689
ESSAY - Rater 2 Score	UK STDS ENGLISH	40	11.4500	2.31992	.36681
	JP STDS ENGLISH	40	9.7000	1.87014	.29570

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	.186	.668	.562	78	.575	2.87500	5.11183	-7.30187	13.05187
	Equal variances not assumed			.562	77.945	.575	2.87500	5.11183	-7.30199	13.05199
PLAN - No. of details	Equal variances assumed	5.299	.024	1.658	78	.101	.92500	.55803	-.18595	2.03595
	Equal variances not assumed			1.658	72.804	.102	.92500	.55803	-.18720	2.03720
PLAN - Holistic rating average	Equal variances assumed	.996	.321	2.906	78	.005	.82500	.28385	.25990	1.39010
	Equal variances not assumed			2.906	77.017	.005	.82500	.28385	.25979	1.39021
ESSAY - Rater 1 score	Equal variances assumed	2.441	.122	3.127	78	.002	1.45000	.46375	.52674	2.37326
	Equal variances not assumed			3.127	72.063	.003	1.45000	.46375	.52554	2.37446
ESSAY - Rater 2 Score	Equal variances assumed	1.364	.246	3.714	78	.000	1.75000	.47116	.81200	2.68800
	Equal variances not assumed			3.714	74.638	.000	1.75000	.47116	.81134	2.68866

Means for **PLAN LANGUAGE** (Sample Group A L1 vs. Sample Group B L2)

Group Statistics

	PLAN LANGUAGE BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS JAPANESE	40	69.4750	17.04592	2.69520
	JP STDS ENGLISH	40	45.1500	23.16225	3.66227
PLAN - No. of details	UK STDS JAPANESE	40	14.2250	2.13022	.33682
	JP STDS ENGLISH	40	10.5000	2.13638	.33779
PLAN - Holistic rating average	UK STDS JAPANESE	40	6.3000	1.85983	.29407
	JP STDS ENGLISH	40	5.8875	1.19554	.18903
ESSAY - Rater 1 score	UK STDS JAPANESE	40	10.5750	2.92546	.46256
	JP STDS ENGLISH	40	9.6000	1.75119	.27689
ESSAY - Rater 2 Score	UK STDS JAPANESE	40	10.9250	2.98189	.47148
	JP STDS ENGLISH	40	9.7000	1.87014	.29570

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	11.947	.001	5.350	78	.000	24.32500	4.54712	15.27237	33.37763
	Equal variances not assumed			5.350	71.664	.000	24.32500	4.54712	15.25975	33.39025
PLAN - No. of details	Equal variances assumed	.002	.967	7.809	78	.000	3.72500	.47702	2.77533	4.67467
	Equal variances not assumed			7.809	77.999	.000	3.72500	.47702	2.77533	4.67467
PLAN - Holistic rating average	Equal variances assumed	22.977	.000	1.180	78	.242	.41250	.34958	-.28346	1.10846
	Equal variances not assumed			1.180	66.530	.242	.41250	.34958	-.28536	1.11036
ESSAY - Rater 1 score	Equal variances assumed	29.898	.000	1.809	78	.074	.97500	.53910	-.09826	2.04826
	Equal variances not assumed			1.809	63.769	.075	.97500	.53910	-.10204	2.05204
ESSAY - Rater 2 Score	Equal variances assumed	24.347	.000	2.201	78	.031	1.22500	.55653	.11703	2.33297
	Equal variances not assumed			2.201	65.570	.031	1.22500	.55653	.11371	2.33629

Means for **PLAN LANGUAGE** (Sample Group A L2 vs. Sample Group B L1)

Group Statistics

	PLAN LANGUAGE BY CONTEXT	N	Mean	Std. Deviation	Std. Error Mean
PLAN - No. of words	UK STDS ENGLISH	40	48.0250	22.55533	3.56631
	JP STDS JAPANESE	40	61.8250	16.54812	2.61649
PLAN - No. of details	UK STDS ENGLISH	40	11.4250	2.80921	.44418
	JP STDS JAPANESE	40	12.5500	2.41735	.38222
PLAN - Holistic rating average	UK STDS ENGLISH	40	6.7125	1.33919	.21174
	JP STDS JAPANESE	40	5.2625	1.84664	.29198
ESSAY - Rater 1 score	UK STDS ENGLISH	40	11.0500	2.35285	.37202
	JP STDS JAPANESE	40	8.8000	2.25548	.35662
ESSAY - Rater 2 Score	UK STDS ENGLISH	40	11.4500	2.31992	.36681
	JP STDS JAPANESE	40	9.0750	2.28021	.36053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PLAN - No. of words	Equal variances assumed	10.496	.002	-3.120	78	.003	-13.80000	4.42319	-22.60589	-4.99411
	Equal variances not assumed			-3.120	71.553	.003	-13.80000	4.42319	-22.61840	-4.98160
PLAN - No. of details	Equal variances assumed	.992	.322	-1.920	78	.059	-1.12500	.58599	-2.29161	.04161
	Equal variances not assumed			-1.920	76.303	.059	-1.12500	.58599	-2.29202	.04202
PLAN - Holistic rating average	Equal variances assumed	9.766	.002	4.020	78	.000	1.45000	.36068	.73195	2.16805
	Equal variances not assumed			4.020	71.134	.000	1.45000	.36068	.73085	2.16915
ESSAY - Rater 1 score	Equal variances assumed	.213	.646	4.366	78	.000	2.25000	.51534	1.22403	3.27597
	Equal variances not assumed			4.366	77.861	.000	2.25000	.51534	1.22400	3.27600
ESSAY - Rater 2 Score	Equal variances assumed	.133	.717	4.618	78	.000	2.37500	.51433	1.35105	3.39895
	Equal variances not assumed			4.618	77.977	.000	2.37500	.51433	1.35104	3.39896

APPENDIX XIX

RESULTS TABLE FOR PLANNING ATTITUDE QUESTIONNAIRE RESPONSES

(See Appendix VI for actual questions)

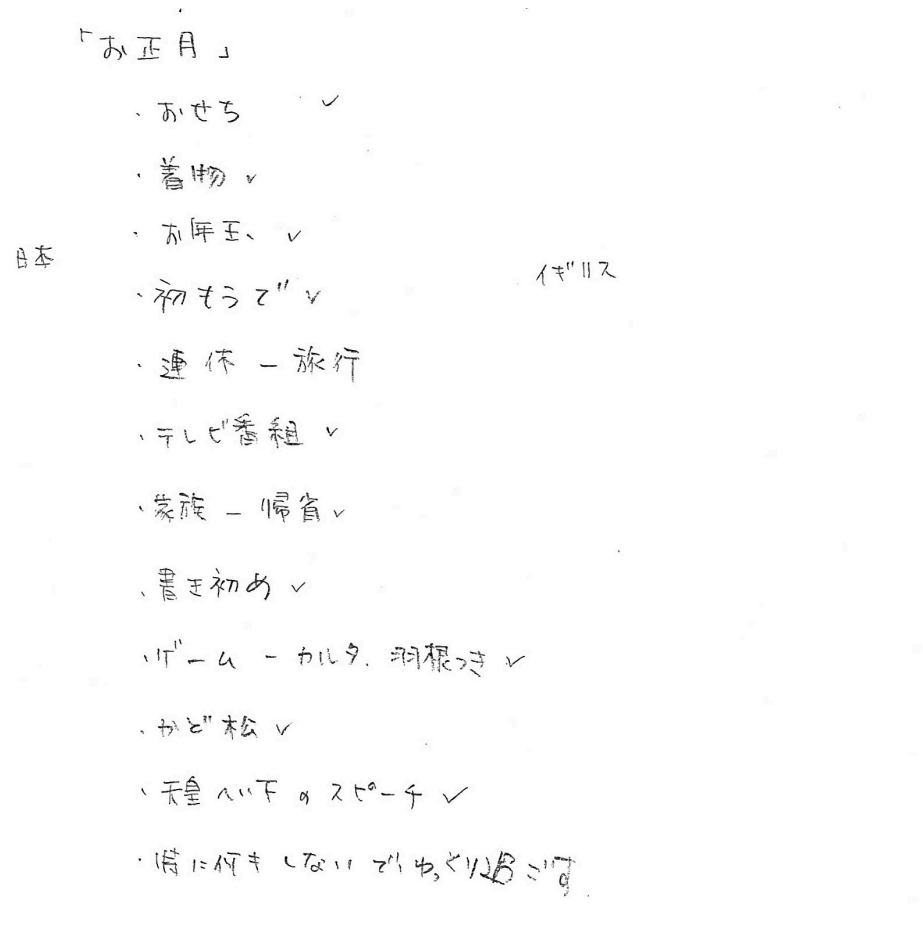
		Sample Group A		Sample Group B		Sample Group C	
Question	Response	n	percentage	n	percentage	n	percentage
1	a	28	70%	14	35%	5	50%
	b	12	30%	26	65%	5	50%
	c	0	~	0	~	0	~
2	a	0	~	9	22.5%	3	30%
	b	40	100%	31	77.5%	7	70%
	c	0	~	0	~	0	~
3	a	10	25%	33	82.5%	9	90%
	b	26	65%	4	10%	1	1%
	c	1	2.5%	2	5%	0	~
	b & c	3	7.5%	1	2.5%	0	~
	d	0	~	0	~	0	~
4	a	0	~	10	25%	0	~
	b	30	75%	26	65%	4	40%
	c	1	2.5%	1	2.5%	6	60%
	b & c	9	22.5%	3	7.5%	0	~
	d	0	~	0	~	0	~
5	a	4	10%	11	27.5%	0	~
	b	0	~	1	2.5%	1	10%
	a & b	5	12.5%	17	42.5	0	~
	c	6	15%	1	2.5%	1	10%
	d	19	47.5%	9	22.5%	6	60%
	a & d	3	7.5%	1	2.5%	0	~
	b & d	1	2.5%	0	~	0	~
	c & d	2	5%	0	~	2	20%
	e	0	~	0	~	0	~
6	a	31	77.5%	36	90%	4	40%
JP topic	b	9	22.5%	4	10%	6	60%
	a	13	32.5%	18	45%	4	40%
EN topic	b	27	67.5%	22	55%	6	60%

APPENDIX XX

EXAMPLE PLANS AND ESSAYS

SAMPLE GROUP A (Japanese student at a UK language School)
Plan in Japanese about Japanese topic, *oshogatsu* (MATCHED)

PLAN



ESSAY

I'm going to describe to you New Year's celebrations in Japan

Firstly, we have traditional food wich called "Osechi".
It has many kind of food such as beans, seaweed, seafood etc.
The most important food is "Mochi" which made of rice, this is unusual rice that very stikky so we shape it round like a ball, and gril or boil it. Then put it in soup. That is very Japanese

Secondly, some people wear "Kimono" which is traditional Japanise clothes. On the TV show in New Year's, almost all TV stars wear it. I never worn Kimono in that time.

And young people who about under 20 year-old, can get money from their parents, grandparents, or uncle, aunt. This called "Otoshidama". We put money, approximately is 15 pound I think, in a small envelop. My grand mother still give me it, I'm spoiled child!

Many people go to a temple to make a wish of the year. Some of people go there in midnight on New Year's day. At that morning, people go to sea or mountain to see sunrising then make a wish too.

How about a decoration? We put brunch of pinetrees, which usualy pair, in front af house or shops.

For ages, we stayed at home but it is changing.
Because many people go on holiday, they go to any contries.
In Japan in New Year's time (including Chiristmas time) have
long holiday so they celebrate in abroad sometime.
These are all I know about New Year's celebration in Japan

I stayed in England at New Year's time. I'd thought they'd have
big celebration but it wouldn't. I stayed with my host family,
they just stayed at home and relaxed. It's completely different
between Japan and UK. I think

SAMPLE GROUP A (Japanese student at a UK language School)
Plan in Japanese about English topic, *first week in the UK* (MISMATCHED)

PLAN

最初の1週間

- 語学学校に通学
- ホームステイ ✓
- 建物、街並 ✓
- 英語の勉強
- ヒースローから車で移動 ✓
- 毎日、ナイフ、フォークの食事
- ホストファミリーの家事分担 - みんなで食器洗い ✓
- イングリッシュガーデン
- 携帯を購入 ✓
- 銀行口座を開設 ✓
- 日本の友達にメール送信 ✓
- 学校で友達ができた - 日本人、他の国籍の人
- 週末 ホストとドライブ
- お酒をみんなと飲んだ - 家、パブ

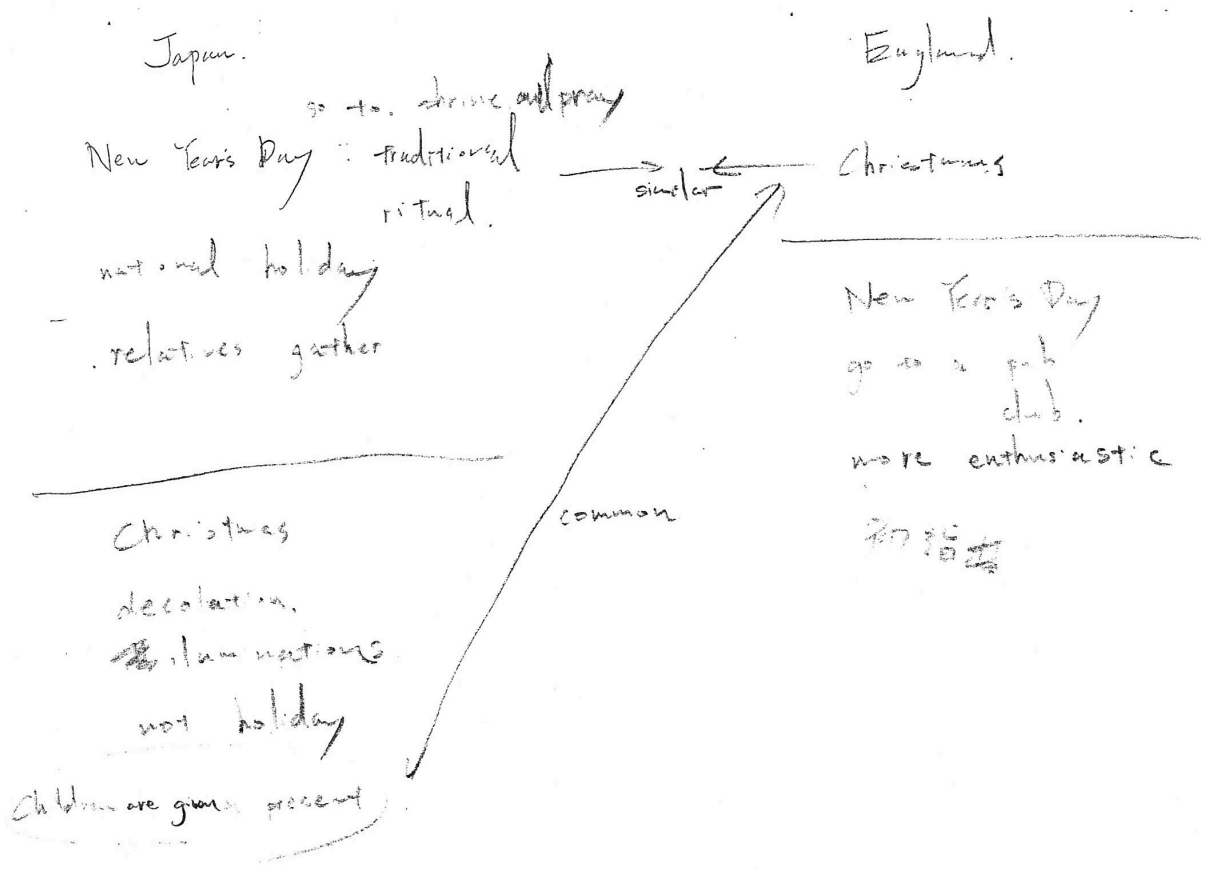
ESSAY

I came To England two years ago and I stayed for a year
It was my first time to come to here.
I arrived at Heathrow in very early morning, about 5 am.
I requested a taxi to pick me up,
I was intending to study English at language school, that's why I came to here. I stayed with English family, host parents and their son.
At that time, my English level was basic or elementaly so I coudn't speak well but they were very kind and patient to me.
It is suprised my host father and the son do a house work!
Such as washing-up, sweep a ground, and gardening.
Washing-up is the biggest different between Japan and here.
Because most Japanese men don't do it.

I was in busy my first week I had to study English harder,
buy a mobile, open a bank account and send many e-mails to friend etc
Almost thing I could manage but studying English is quite hard To me.
Firstly I couldn't understand what teachers said so I was very tired
But I made some friends there who were Japanese and other nationalities, which great
I never forget my first week in England!

SAMPLE GROUP A (Japanese student at a UK language School)
Plan in English about Japanese topic, *oshogatsu* (MISMATCHED)

PLAN



ESSAY

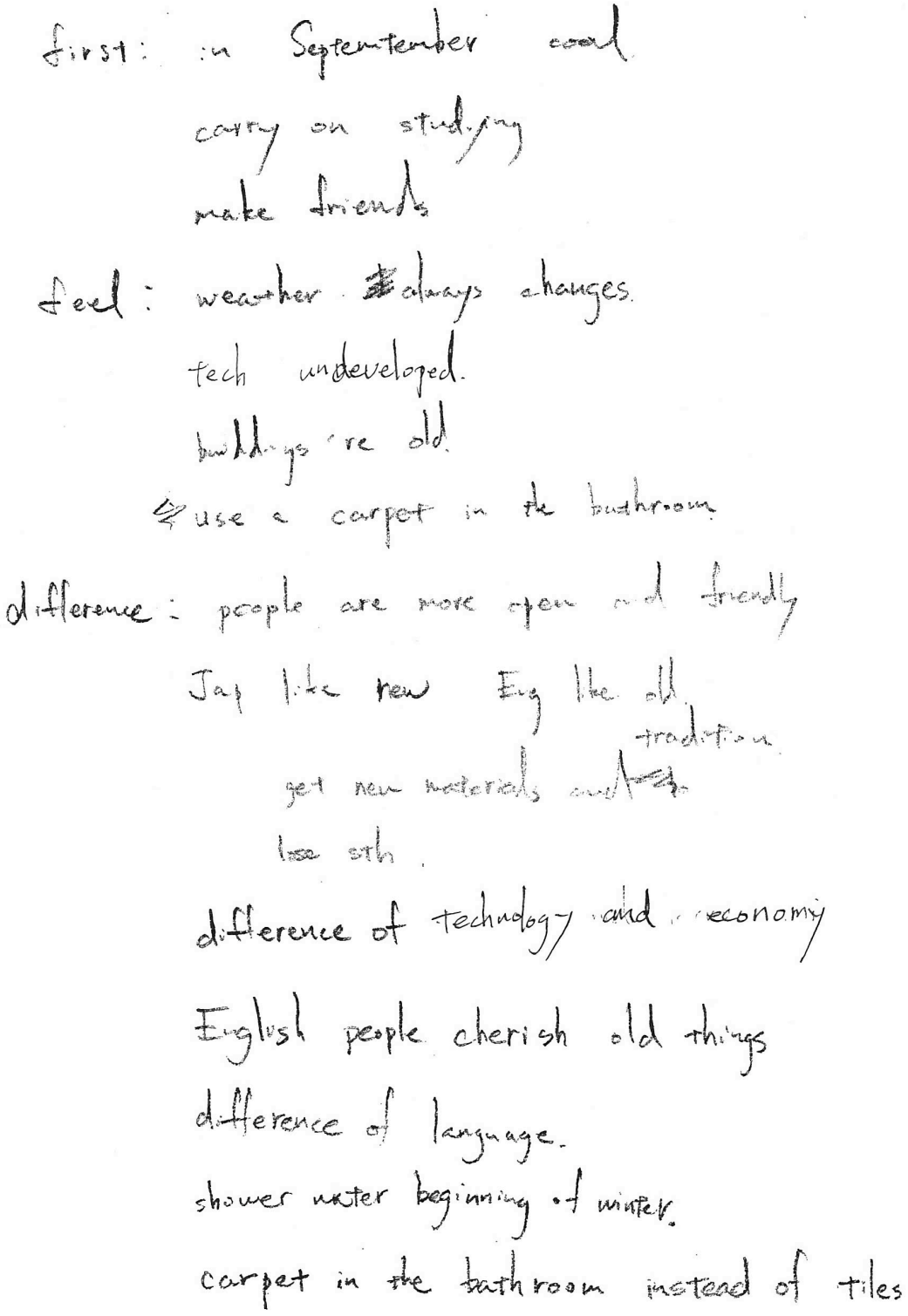
In Japan the New Year's Day is the most important day of whole year and there are also holidays. On the day a lot of Japanese go to the shrine and pray for the happiness of the coming year. Actually it is traditional and contains ritual meanings. It is also a good opportunity to see your relatives. While the holidays a lot of relatives gather and [illegible] and so on.

However, the Christmas has quite a different meaning for Japanese. It is neither a holiday nor a traditional day. It seems more for couples recently. Then a lot of couples see and go out. For example, Tokyo Disney Land is supposed to be a nice place to go on Christmas Eve. I'm sure that there is an atmosphere related to the religion.

On the other hand, these days are considered completely opposite in England. I have experienced both Christmas and the New Year Day in England and felt the difference of culture. Apparently English Christmas is more similar to Japanese New Year's Day. English people's attitude towards Christmas is very purely enhanced for their religion. It is almost the same as that of our way and thought about the New Year's Day.

SAMPLE GROUP A (Japanese student at a UK language School)
Plan in English about English topic, *first week in the UK* (MATCHED)

PLAN



ESSAY

When I first came to England, I was so surprised at the climate. It was the end of September but I felt it was already the beginning of winter. But it was much colder in December. I was in Brighton, where is close the seas and very windy because of its location. Considering the whole casous, England should be nicer to live in than Japan.

The main difficulty was remarkably the difference of language. I just carried on studying but encountered language obstacles many times. Fortunately I was able to make many friends and we shared the same kind of feeling, which made me encouraged.

There are some differences between the two countries. First the life style should be a big one. Compared with Japan, most English houses are very old and sometimes I felt it was inconvenient. The shower water was very weak and often stopped. It became cold water from time to time and I was frozen in winter. I still can't understand why they use a carpet in the bathroom instead of tiles. It absorbes water and stinks! I was also surprised at the technology in England. For example MDs are dominant and completely replaced of casette tapes in Japan. There are many differences in terms of "new" and "old".

But I realised it might not be just the difference of technology. I insist there is a big gap about our thoughts. Normally Japanese are receptive to new goods and throw away things even though they can be used yet. On the other hand, English people cherish old things, which might be their tradition or something like that. This is why there can be

a difference of pace in technology and economy as well.
I am sure that there are things which we Japanese should
learn from English.

SAMPLE GROUP B (Japanese student at a Japanese university)
Plan in Japanese about Japanese topic, *oshogatsu* (MATCHED)

PLAN

・お年玉　　これらの項目を説明して，日本の正月を紹介する．
・年賀状
・おせち
・初もうで
・あいさつ
・初日の出
・

ESSAY

New Year's celebrations in Japan

In Japan we have many traditional things in New Years celebrations. Today I'll introduce five Japanese traditional things in New Year's celebrations. First one is saing congratulations. In Japan we say "Akemashite Omedetou", This mean it is same about "A happy new year." We will say to family and to other person too. Next one is "Nenga-jou". This is like about new year's card. We will send many relatives or friends. When I got this I feel very happy. In morning we will eat "Osechi" this is very important breckfas but I don't like this taste. "Otoshidama". This is the most happy Traditional things for children, because them parents and relatives have to give money to the children. Last one is "Hastumoude". This is also important too, We will go to shurin, and pray to that shurin's god. We have to pay little money to "Osaisen". We only pay five or ten yen. After pay money, we can pray anythings to god.

I like "Oshougatu", because we have many events. It is fun, mostly, ofcorse I like "Otoshidama" is the best. I have many relativs and neighvor, so I can have a lot of money. I like Oshougatu is the best tradition in Japan.

SAMPLE GROUP B (Japanese student at a Japanese university)
Plan in Japanese about English topic, *first week in the DEC* (MISMATCHED)

PLAN

My first week studying at the Department of English Communication

・どう高校と違ったか　　・始めてここで学んだ時の感想

・レベルはどのぐらいであるか

・学びやすさ

これらを題にして大学に来てから英語の授業の感想・高校との違いを書く

ESSAY

My first week studying at the Department of English Communication.

When I came this university, I was little suprised about for three things. I thought it was very different from my high school. First one is, In my high school, we have a English class, but we used little Japanese in there. When we don't know about English class we asked in Japanese, but in this university, most of teachers are foregin people. So we have to ask in English. Next one, I thought high school's English class was little more harder. I couldn't understand anything at there, so my grade was everytime bad. It was so hard at there, but when I came to this university, I thought it was not so easy, but I can more understand than high school's English class. I want to study more English in here. Last one is difference of university and high school. I thought this university is more easy to study English, There are many computers, so I can research and study easly. I thought I'm glad to entered this university I want to study English more harder in here,

SAMPLE GROUP B (Japanese student at a Japanese university)
Plan in English about Japanese topic, *oshogatsu* (MISMATCHED)

PLAN

- family and relatives
- go to shrine
- traditional dishes - Osech / Ozoni
- pocket money - Otoshidama
- make mochi - with Ozoni or soy sauce
- conclusion sentence

ESSAY

Japanese usually spent with their family and relatives on the New Year's Day. And we go to a shrine together to worship. Sometimes they do horoscope called Omikuji at a shrine. When we go back to their house, we eat some Japanese traditional dishes, for example, Osech, which is like a lunch box but it has many luxurious food. To my surprise, Ozoni, which we eat on the New Year's Day and it's a kind of soup, but its taste and contents are different in regions.

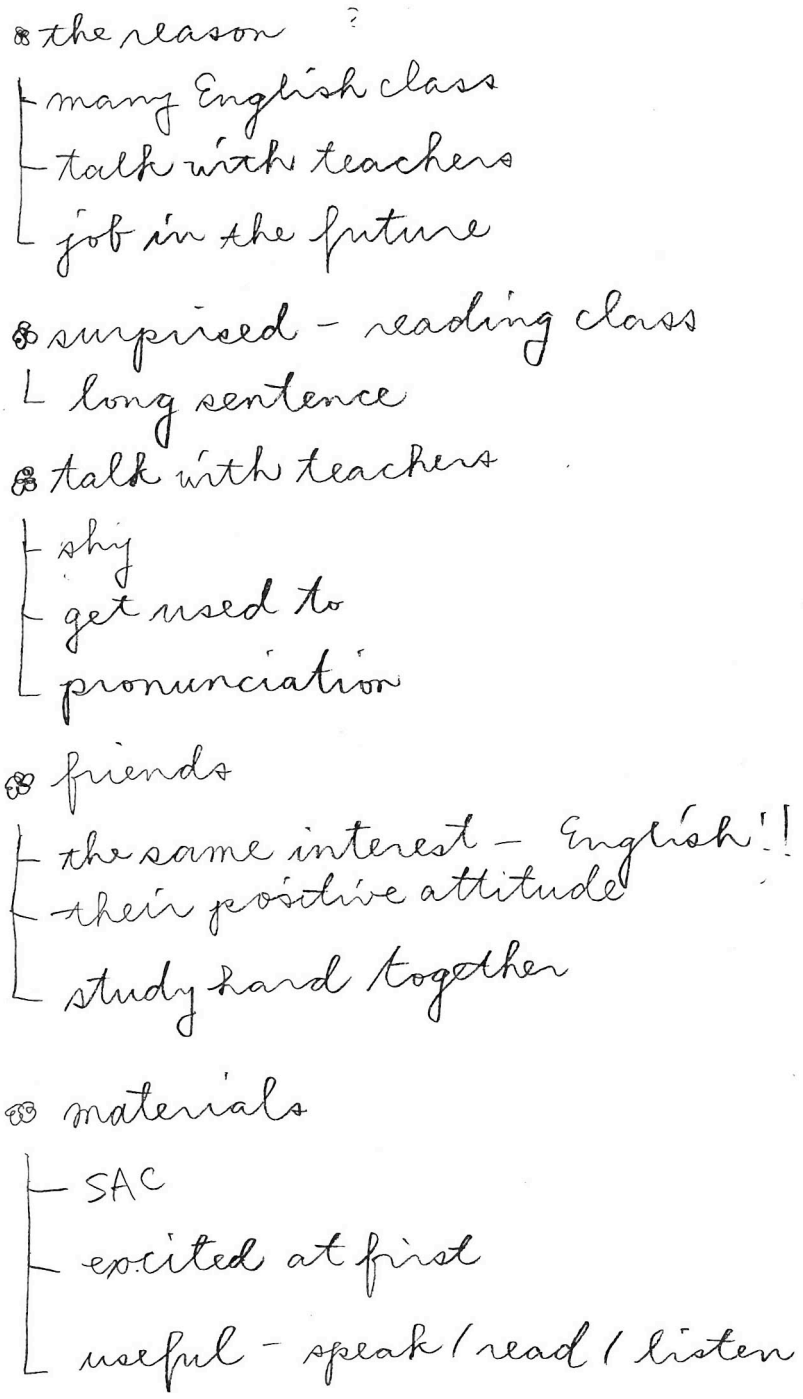
And Japanese children could get special pocket money called Otoshidama, so they spend money more than usual. Of course, I would do so when I still got it.

Some family make Mochi which is a nice cake. They make it on their garden together with a mortar and mallet. And they eat it with soy sauce or put it in a Ozoni after they separate it.

I think the Japanese New Year's Day is the best day for our family and relatives to get togethe and talk, so it is one of my happy days.

SAMPLE GROUP B (Japanese student at a Japanese university)
Plan in English about English topic, *first week in the DEC* (MATCHED)

PLAN



ESSAY

The reason why I decided to study at the department of English is that I want to improve my English skill and someday I want to use it on business. So, I was looking forward to taking many classes about English and talking with native English speaking teachers in this university. There are many English classes divided by the way to study English, and I think each class is interesting. Especially, I was surprised English reading class in my first week because I had never read so a long sentence like "Love or Money." at first I thought it would be hard for me, but I could read all of the book. I could have confidence from this experience.

The most hard thing that I felt was to talk with native English speak teachers. There were less native teachers in my high school and they usually spoke Japanese, so I got scared before talking with English teachers in this university But, they were very friendly and they always helped me when I was at a loss for words. Of course, they taught me how to pronounce English words, how to learn English, and so on, so I could talked with them a lot soon.

I think one of the most different point from high schools is friends around me. They have the same interest as me, so they always have positive attitude during their class. It stimulates me.

And also, there are many materials for studying English For example SAC is very useful for me because I can listen and speak English from it. I think there is no material like SAC in Japanese high school, so at first I was excited to use it. Now, I often use it to improve my English skill.

APPENDIX XXI

GROUP INTERVIEW TRANSCRIPT EXCERPT

Below is a short transcript excerpt from the group interview conducted at LS school of English in the U.K with four sample group A subject writers at the end of experiment 1. The interview was. primarily in Japanese and therefore the excerpt below is a translation into English.

KEY

JM = Interviewer
INT1 = Interviewee 1
INT2 = Interviewee 2
INT3 = Interviewee 3
INT4 = Interviewee 4

JM :
So my first question to you is have you ever learned how to plan an essay in any of your Japanese writing classes?

INT1:
Do you mean in school in Japan?

JM:
Yes, or any other class where you write essays in Japanese.

INT1:
Yes, when I was a junior high school student the teacher would give us a topic to write about and ask us to think about and make notes on what we would write before we wrote the essay.

INT2:
The same for me, actually I remember the teacher asking students about a topic and making a list on the board. He showed us the way to plan before writing.

JM:
How about you [indicating to INT3 and INT4]

INT3:
I don't really remember doing that at junior high school, but in my Japanese literature class in high school we had to write an essay every week about some poem or text we read. The teacher showed us how to make notes about what we read before writing our essay. Does that count?

JM:
Did you learn how to make notes to plan what you would write in your essays?

INT3:
Yes, yes we made notes on what we would write first and in the conclusion and so on.

INT4:
Yes I remember doing that too at high school. I didn't like Japanese literature, it was so boring.

INT3 & INT1:
Yeah! [laughing]

JM:
How about in your English wring classes, did you ever learn how to plan before writing an English essay?

INT1:
Well, actually here at LS School of English we all learn how to plan before writing…

INT3:
Yes, definitely. Paul, our teacher, made sure we would make some notes before we started to write our real essay. He said that we should make sure we know what we were going to write and our opinions before we started to write otherwise our writing would be random [here INT3 uses the English word "random"].

INT2:
Yes Paul was really strict about that wasn't he.

JM:
And, how did you feel about that.

INT2:
It was a little troublesome at first, but we wrote so many essays that it became a sort of habit. No I think it is really useful.

INT1:
Actually I found it helpful. I never used to plan my English writing before I came to this school. I used to be afraid of writing in English and used to get stressed out. Especially in exams like the TOEFL, I didn't know where to start. But once I learned this trick of planning, I would makes notes of what I wanted to write, then for each note I would write a paragraph. Then it didn't seem so difficult.

INT2:
I agree, for exams, I think it is the only way to write coherently. But to be honest if its not an exam and just some small text sometimes I prefer to just write.

INT1:
Yeah I know what you mean, when I write an e-mail in English I don't usually plan.

INT3:
That would be a little strange to plan a short e-mail [laughing]

INT4:
I would never plan an e-mail on paper, but I do think about what I will write before I type.

INT1:
Of course that goes without saying…

JM:
So do you think it has been useful to learn to plan before writing an English essay.

INT1:
Definitely, yes.

INT3:
Well I think it helped me when we wrote our essays here yesterday and today.

INT2:
Yes.

INT4:
Yeah it's really useful.

LIST OF REFERENCES

Akyel, A. (1994). First language use in EFL writing: Planning in Turkish vs. planning in English. *International Journal of Applied Linguistics,* 4, 2, 169-196.

Baba, A. (1994). *The relationship between second language use and ethnic identity: An ethnographic study of the perceptions of Japanese foreign students in the United States.* Unpublished masters's thesis, California State University, Sacramento.

Berrueta-Clement, J. (1973). *Ethnic and Intra-Ethnic Differentiation in Cognitive Characteristics: A study of bilinguals and monolinguals in Nebaj, Guatemala.* Unpublished doctoral dissertation, University of California, Irvine.

Bickman, L. (Ed.). (2000). *Contributions to Research Design: Donald Campbell's Legacy Volume 2.* London: Sage.

Bridgeman, B., & Carlson, S. (1984). Survey of academic writing tasks. *Written Communication,* 1, 247-280.

Campbell, D. T. (1963). From description to experimentation: interpreting trends as quasi-experiments. In: C. W. Harris (Ed.), *Problems in measuring change* (pp. 212-244). Madison, WI: The University of Wisconsin Press.

Campbell, D. T., & Russo, M. J. (1998). *Social experimentation.* London: Sage.

Casado-Antoniazzi, M. I. (2005). Prewriting in EFL. *Revista Enfoques Educacionales,* 7, 1, 35-49.

Casanave, C. P. (1992). Cultural diversity and socialization: A case study of a hispanic woman in a doctoral program in sociology. In D. E. Murray (Ed.), *Diversity as a resource: Redefining cultural literacy* (pp. 148-182). Alexandria, VA: TESOL.

Cohen, A. (1994). *Assessing language ability in the classroom.* Boston: Heinle & Heinle.

Cohen, A. (2000). Direct vs. translated writing: What students do and the strategies they use. *Research Grant Report Submitted to the Center for Interdisciplinary Studies of Writing, University of Minnesota*, 17, 1-67.

Collins, A., & Gentner, D. (1980). A framework for a cognitive theory of writing. In L. W. Gregg & E. Steinberg (Eds.), *Cognitive processes in writing: An interdisciplinary approach* (pp. 51-72). Hillsdale, NJ: LEA.

Ericsson, K. A., & Simon, H. A. (1993). *Protocol analysis; Verbal reports as data.* Cambridge, MA: MIT Press.

Friedlander, A. (1990). Composing in English: effects of a first language on writing in English as a second language. In B. Kroll (Ed.), *Second Language Writing: Research insights for the classroom* (pp. 109-125). Cambridge: Cambridge University Press.

Fujimoto-Adamson. N, (2006). Globalization and history of English education in Japan, Asian EFL Journal, 8, 3, 259-282.

Hakuta, K. (1986). *Mirror of Language: The debate on bilingualism.* New York: Basic Books.

Hall, J. W. (1970). *Japan: From Prehistory to Modern Times*. New York: Delacourt Press.

Horowitz, D. (1991). ESL writing assessments: Contradictions and resolutions. In L. Hamp-Lyons (Ed.), *Assessing Second Language Writing in Academic Contexts*, Norwood, NJ: Ablex.

Hyland, K. (2005). Stance and engagement: a model of interaction in academic discourse. Discourse Studies, 7, 2, 173-191.

Ike, M. (1995) A Historical Review of English in Japan. *World Englishes,* 14, 3-11.

Kern, R., G. (1994). The Role of Mental Translation in Second Language Reading. *Studies in Second Language Acquisition,* 16, 441-461.

Kobayashi, H., & Rinnert, C. (2001). Factors relating to EFL writers' discourse level revision skills. *International Journal of English Studies,* 1, 2, 71-101.

Koike, I. & Tanaka, H. (1995). English in foreign language education policy in Japan: Toward the twenty-first century. *World Englishes,* 14, 13-25.

Krashen, S. D. (1981). *Second language acquisition and second language learning.* Oxford: Pergamon Press.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications.* London: Longman.

Kroll, B. (1990). *Second Language Writing: Research insights for the classroom*, Cambridge: Cambridge University Press.

Kubota, R. (1998). An investigation of Japanese and English L1 essay organization: Differences and similarities. *The Canadian Modern Language Review,* 54, 4, 475-507.

Langer, J. (1984). The effects of available information on responses to school writing tasks. *Research in the Teaching of English,* 18, 27-44.

Language Teaching Review Panel (2008). Replication studies in language learning and teaching: Questions and answers. *Language Teaching,* 41, 1-14.

Lay, N. (1982). Composing processes of adult ESL learners. *TESOL Quarterly,* 16, 406.

McLaughlin, B. (1978). *Second Language Acquisition in Childhood.* Hillsdale, N.J.: Erlbaum.

Macaro, E. (2001). Analysing student teachers' codeswitching in foreign language classrooms: theories and decision making. *The Modern Language Journal*, 85, 4, 531-548.

Myers, G. (1998). Displaying opinions: Topics and disagreement in focus groups. *Language in Society,* 27, 85-111.

Nunan, D. (1992). *Research methods in language learning.* Cambridge: Cambridge University Press.

Nystrand, M. (1987). The role of context in written communication. In R. Horowitz & S. J. Samuels (Eds.), *Comprehending oral and written language* (pp. 197-214). San Diego: Academic Press.

Odell, L., Goswami, D., & Herrington, A. (1983). The discourse-based interview: A procedure for exploring the tacit knowledge of writers in nonacademic settings. In P. Mosenthal, L. Tamor, & S. A. Walmsley (Eds.), *Research on writing: Principles and methods* (pp. 221-236). London: Longman.

Paradis, M. (1985). On the representation of two languages in one brain. *Language Sciences*, 7, 1-39.

Ramanathan, V. & Atkinson, D. (1999). Individualism, academic writing and ESL writers. *Journal of Second Language Writing,* 8, 1, 45-75.

Reesor, M. (2002) The bear and the honeycomb: A history of Japanese English language policy. *Journal of Language, Culture and Communication,* 4, 1, 41-52.

Reid, J. & Kroll, B. (1995). Designing and assessing effective classroom assignments for NES and ESL students. *Journal of Second Language Writing,* 4, 1, 17-41.

Roca de Larios, J., Manchón, R. M. & Murphy, L. (2008). The foreign language writer's strategic behaviour in the allocation of time to writing processes. Journal of Second Language Writing, 17, 1, 30-47.

Ruth, L. & Murphy, S. (1988). *Designing Writing Tasks for the Assessment of Writing.* Ablex Publishing Corporation. Norwood, New Jersey.

Sanders, S. E. & Littlefield, J. H. (1975). Perhaps test essays can reflect significant improvement in freshman composition: Report on a successful attempt. *Research in the Teaching of English,* 9, 2, 145-153.

Sasaki, M. (2000). Toward an empirical model of EFL writing processes: An exploratory study. *Journal of Second Language Writing,* 9, 3, 259-291.

Sasaki, M. & Hirose, K. (1996). Explanatory variables for EFL students' expository writing . *Language Learning,* 46, 137-174.

Swales, J. (1981). *Aspects of article introductions.* Birmingham: Prentice Hall

Swan, M. (2001). The influence of the mother tongue on second language vocabulary acquisition and use. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy,* (pp. 56-180). Cambridge: Cambridge University Press.

Takagaki, T. (2003). A critical look at elementary school English in Japan from the perspective of the core French program in Ontario, Canada. *The Language Teacher,* 27, 6, 17-19.

Thompson, I. (2001). Japanese speakers. In M. Swan & B. Smith (Eds.), *Learner English: A teacher's guide to interference and other problems* (pp. 296-309). Cambridge: Cambridge University Press.

Torikai, K. (2002). *TOEFL, TOEIC to nihonjin no eigoryoku [TOEFL, TOEIC and English proficiency of Japanese people].* Tokyo: Kodansha.

Yoshihara, H., Okabe, Y. & Sawaki, S. (2001). *Eigo de keiei suru jidai: Nihon kigyo no chosen [International management in English: Challenge of Japanese companies].* Tokyo: Yuhikaku.